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ABSTRACT

The report examines progress for the school years 1981-82 and 1982-83 in implementing P.L. 94-142, The Education for All Handicapped Children Act. Following an executive summary, an analysis of four major aspects of the law's implementation is detailed. A section on students receiving a free appropriate public education cites data on the number of students served, services for children from birth through age 5, services to secondary and postsecondary aged students, services to institutionalized and previously institutionalized students, and personnel. The next section provides an update on the implementation of key provisions of the Act assuring the rights of handicapped children. Information is provided on the least restrictive environment provision, precedural safeguards, protection in evaluation, and initiatives of the Department of Education, Special Education Programs (SEP). The third section reports on assistance to states and localities in educating handicapped children. Discussed are the amounts and use of federal, state, and local funds for serving handicapped children; technical assistance to the states; SEP review of state programs; and other SEP administrative responsibilities. The final chapter examines efforts to assess and assure the effectiveness of programs educating handicapped children. Reported are federal evaluation efforts and studies, procedures being implemented for state and local evaluation efforts and state and local evaluation studies. A major portion of the document consists of appendixes concerned with evaluation of the Education of the Handicapped Act, discretionary programs administered by SEP, and data tables. The data tables include child count tables (by state, age, and handicapping condition); personnel tables (special education teachers, other staff, and student teacher ratio); least restrictive environment tables (number and percent of children served in different educational environments by age and state); population and enrollment tables (census projections by state and age); and a financial table showing state grant awards under P.L. 94-142 for the fiscal years 1977-84. A final appendix provides background and methodology concerned with determining the costs of special education and related services. Additional tables and figures present data throughout the report. (DB)

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"TO ASSURE THE FREE APPROPRIATE PUBLIC EDUCATION OF ALL HANDICAPPED CHILDREN"

Education of the Handicapped Act, Section 618, as amended by Public Law 94-142

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Sixth Annual Report to Congress on the Implementation of Public Law 94-142: The Education for All Handicapped Children Act

U.S. Department of Education

1984

EC170097

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"TO ASSURE THE FREE APPROPRIATE PUBLIC EDUCATION OF ALL HANDICAPPED CHILDREN"

Education of the Handicapped Act, Section 618,
as amended by Public Law 94-142

Sixth Annual Report to Congress on the Implementation of Public Law 94-142: The Education for All Handicapped Children Act

Prepared by the
Division of Educational Services
Special Education Programs

1984

U.S. Department of Education
T. H. Bell, Secretary

U.S. Office of Special Education and Rehabilitative Services
Madeleine Will, Assistant Secretary

Foreword

This Sixth Annual Report to Congress on the Implementation of Public Law 94-142: The Education for All Handicapped Children Act examines the progress being made in implementing the Act and in meeting its purposes. The past six years have seen a shift from the initial procedural activities to implement this legislation affecting all handicapped children to a strengthened concern for the quality and comprehensiveness of special education programs.

During the past eighteen months the Administration has completed an extensive review of the rules governing the Education of the Handicapped Act (EHA). As a result of this review the Department has concluded that there is general satisfaction with the rules. Thus, the Administration is recommending no changes in the Act or in the rules governing the Act in this report. Instead, the Department will provide technical assistance to help States and localities with problems arising from the current rules. The Department is currently formulating the regulations which will implement the Education of the Handicapped Act Amendments of 1983, P.L. 98-199.

The goals of the Act are being achieved. The data contained in this report show steady improvement in the provision of educational services to handicapped children. At the same time, there are areas where further improvement is needed. There are needs (1) to expand and improve services to young handicapped children; (2) to serve more handicapped children in the least restrictive environment with the maximum appropriate integration; and (3) to improve preparation for the transition of adolescents from school to work, with increased coordination among the agencies involved. The Federal Government will continue its efforts to assist the States in maintaining the gains achieved over the years since the passage of the EHA and to improve the effectiveness of special education programs to assist all handicapped children in realizing their full potential.

Madeleine Will
Assistant Secretary for Special
Education and Rehabilitative
Services

Preface

Section 618(d)(1) of Part B of the Education of the Handicapped Act (EHA-B) (20 U.S.C. §§1401,1411 et seq.) requires the Secretary to transmit to Congress an annual report which describes the progress being made in implementing the Act. This is the sixth annual report that has been prepared to provide Congress a continuing description of our National experiences in making available a free appropriate public education for all handicapped children.

Section 601(c) of the Education of the Handicapped Act (EHA) describes the purposes of the Act. These are (1) to assure that all handicapped children have available to them a free appropriate public education, (2) to assure that the rights of handicapped children and their parents or guardians are protected, (3) to assist States and localities to provide for the education of all handicapped children, and (4) to assess and assure the effectiveness of efforts to educate handicapped children.

Each of the chapters of this report will provide information describing the progress being made in meeting one of these four purposes.

The information presented in this report was obtained from several sources. National statistics on numbers of children receiving special education and related services, numbers of school personnel available and needed to provide such services, and numbers of handicapped children receiving special education in different educational environments are reported to Special Education Programs (SEP) by the States. The EHA-B child count information was recorded on December 1, 1982; the rest of the information was provided for school year 1981-82. Information regarding the number of children needing and not receiving a free appropriate public education is not included in this report. Prior to 1980, States reported data on unserved and underserved handicapped children (the two categories of children given priority under Section 612(3) of EHA-B). Since 1980, however, each participating State has been required to provide all handicapped children with a free appropriate public education and would be out of compliance with the Act if all known handicapped children did not receive such an education. Thus, since 1980, the issue of handicapped children not receiving a free appropriate public education has been a compliance issue dealt with through monitoring and complaint processes rather than through Federal reporting mechanisms.

SEP's monitoring visits to the States have provided additional National data on the status of implementation. The report also includes information concerning technical assistance activities supported by SEP's Division of Assistance to States, training activities supported by the Division of Personnel Preparation, and research and model demonstration projects funded through the Division of Innovation and Development and the Division of Educational Services. Finally, information for school years 1981-82 and 1982-83 is presented from a series of special studies supported by SEP, to describe, analyze, and disseminate findings of the progress being made and remaining barriers to implementing EHA-B.

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Executive Summary

This is the sixth Annual Report to Congress on the status of education and related services for the Nation's handicapped children and youth in fulfillment of the provisions of Part B of the Education of the Handicapped Act (EHA-B) (20 U.S.C. §§1401, 1411, et seq.), as amended by P.L. 94-142. In Section 601(c), Congress stated the purposes of the Act, which are: (1) to assure that all handicapped children have available to them a free appropriate public education, (2) to assure that the rights of handicapped children and their parents are protected, (3) to assist States and localities to provide for the education of all handicapped children, and (4) to assess and assure the effectiveness of efforts to educate handicapped children.

The report is submitted by the Secretary of Education in accordance with the provisions of Section 618, which requires that the impact of the program authorized by the Act be evaluated and that updated information, including information regarding the number of children requiring and receiving a free appropriate public education, be provided annually. The Education of the Handicapped Act Amendments of 1983, P.L. 98-199, have modified the reporting requirements in a number of respects. This report, however, was prepared to cover a period of time during which the previous version of Section 618 was controlling. The report provides, as have previous reports, current information which describes the progress that has been made in meeting the purposes outlined in Section 601(c) of the Act.

Number of Students Served

- The number of handicapped children who are receiving special education and related services continues to rise as it has each year since the initial child count in 1976-77. The 1982-83 total of 4,298,327 served by the States under the provisions of EHA-B and P.L. 89-313 is an increase of 65,045 (or 1.5 percent) over the previous school year, and 16 percent since 1976-77. The number of handicapped children served in proportion to the number of children enrolled in preschool through twelfth grade rose from 10.47 percent in 1981-82 to 10.76 percent in 1982-83. This overall increase becomes more significant when compared with the Nation's total school-age population, which has been steadily decreasing in the past decade.

- Variations continue in the number of children served within the different handicapping conditions. Large increases in the number of learning disabled children served overshadow the decreases in number of children served in most other categories. Since 1976-77, the learning disabled population has grown by 119 percent. This rate of growth appears to be slowing, in part due to increased efforts by States to assure that children are not erroneously classified. The category of emotionally disturbed has also increased, possibly as a result of the increased capacity of State educational agencies (SEAs) and local educational agencies (LEAs) to provide services, especially at the local level.

- The total number of multihandicapped and other health impaired children served has declined, although this is not uniformly true within the States. Some of this decline can be attributed to definitional and procedural changes in reporting, especially in a few populous States. During the past year and since 1976-77, the number of children served in every other category except visually handicapped has decreased. Trend data from National totals is often at odds with the data from individual States. Therefore, many factors, such as population shifts and procedural or definitional changes, must be examined in order to account for changes in the number of handicapped children served.

Services for Children from Birth through Age Five

- The implementation of the Education of the Handicapped Act, as amended by P.L. 94-142, has brought concomitant increases in the nature and extent of programs to provide education and related services to the population of young handicapped children. Early intervention with handicapped children results in a significant decrease in services required later; in some cases it eliminates or reduces the services which would otherwise need to be provided when the child enters school, thereby resulting in notable cost savings.

- States continue to report increases in the number of preschool-age handicapped children served, especially those aged three through five. This age group represents nearly a quarter of the total increase in the number of children ages three through 21 who received special education services last year. Since 1976-77, there has been an increase of more than 23 percent in the number of preschool children served.

- Thirty-eight States now mandate services to at least some portion of the preschool handicapped population from birth through age five. The specific ages and areas of handicap for which services are provided vary among States; however, a larger percentage of the three- through five-year-old population is reported to be served in those States which mandate services than in those that do not.

- Four Federal initiatives -- EHA-B, the Preschool Incentive Grant Program (20 U.S.C. §1419), the State Implementation Grant Program, and the Handicapped Children's Early Education Program -- have played a critical role in encouraging preschool programs. The number of States choosing to participate in these preschool programs has more than doubled since fiscal year (FY) 1978. A recent National analysis of the impact of demonstration and outreach programs found the accomplishments of the HCEEP projects to be "greater and more varied than those of any other documented education program identified."

Services to Secondary- and Postsecondary-Age Students

- A noticeable expansion of services to secondary- and postsecondary-age handicapped students has occurred, in part due to: (1) increased recognition of the importance of a successful transition from school to work and community life; and (2) the need to preserve educational gains from earlier education. Information from selected States indicates a more rapid growth in services at the secondary level than for younger school-aged children. The 1982-83 child count data indicates an increase of 9 percent from the previous year for postsecondary-age students aged 18 through 21, and an increase of 70 percent over the number served in 1978-79. Although all States have mandates to provide services to handicapped students through age 17, 24 States have mandates to serve handicapped youths through the age of 21 if they have not graduated from high school. In addition, many States permit local schools to provide services at least through age 21 even when a mandate does not exist.

- There is a growing trend toward expansion of vocational services and use of community resources to provide vocational skills to secondary- and postsecondary-age handicapped youth. Through such programs, there is also greater opportunity to receive education with and interact with nonhandicapped students.

- Through combining resources from other public and non-profit service agencies and prospective employers, financing of programs for older handicapped youth is being shared among other human service agencies and the private sector.

- The Education Department will assist the expansion and improvement of transitional services for handicapped children and youth through development of curriculum materials, research on the accessibility of employment training, follow-up studies of secondary-age students, demonstration and dissemination of successful practices, communication between the education community and the business community, and development of workable interagency agreements.

Services to Institutionalized and Previously Institutionalized Students

- Over the past decade, judicial and professional decisions have led to dramatic reductions in the enrollment of handicapped children in State institutions. Many States have now adopted policies to keep or return students to their home communities whenever possible, thereby avoiding institutional placement. Local educational agencies are increasing their resources to assist with previously institutionalized students.

- Changes in SEA, other State department, and LEA policies and practices for provision of educational services to students who remain in institutions suggest improved capability to meet the needs of these handicapped students.

- The primary source of Federal support to children in State-operated or State-supported schools is P.L. 89-313. These funds can also "follow" children who leave the State programs to enter local programs. The number of children supported in LEAs has increased by 700 percent since 1975 to a total of 49,601 in 1983.

Personnel

- Overall, there was a slight increase between 1980-81 and 1981-82 (the two most recent years for which data are available) in the total number of special education and related services personnel.

Least Restrictive Environment

- Fewer than 7 percent of all handicapped children are educated in either separate schools or separate environments. Of the more than 93 percent who are educated in regular schools, about two-thirds receive their education in the regular classroom with nonhandicapped peers.

- The overall proportion of handicapped students served in various settings has remained relatively stable over the years. However, through the development of a continuum of placement options within LEAs, there have been changes within specific handicapping categories to serve children in less restrictive settings. This is particularly notable for the visually handicapped, emotionally disturbed, orthopedically impaired, and hard of hearing and deaf. Placement and review procedures designed to improve the quality of the placement decision-making process is an important factor in assuring education in the least restrictive environment.

Procedural Safeguards

- The use of mediation as a process to bring about a reconciliation between schools and parents before going to a due process hearing is evident in a large percentage of States. However, the extent to which mediation serves to deter the need to go on to the hearing stage is unclear.

Protection in Evaluation

- Concern over the continually rising number of students counted as learning disabled has stimulated concerted State efforts to assure the consistent application of eligibility criteria and to strengthen the capacity of the regular education program to address learning problems.

Funds for Serving all Handicapped Children

- States use a mixture of resources -- Federal, State, and local -- to finance services for handicapped children and youth. EHA-B funds are important in both the support of administrative activities in SEAs, including support of personnel, and in the funding of direct and indirect services at the local educational agency level, including exemplary demonstrations, and resource and information systems.

- Numerous studies of the structure of education finance have demonstrated the complexities of attempting to determine the cost of providing education and related services to handicapped children and youth in the States. Case studies were conducted by SEP in 1983 to examine the available expenditure data from four selected States. Development and use of more sophisticated accounting systems is contributing to the increased availability of detailed cost information in some States.

- Through various discretionary programs and through the monitoring of State plans and administration of EHA-B funds, Special Education Programs continues to provide technical assistance to the States as required by Section 617(a)(1)(A) of EHA-B.

Impact and Effectiveness of EHA-B

- Special Education Programs continues to conduct special studies, as required by Section 618 of EHA-B, to determine the extent to which the purposes of the Act are being met. A longitudinal study of selected local educational agencies recently concluded that the impact of EHA-B has been primarily positive and that the law has been a major factor in effecting change in special education, specifically through increasing the scope and comprehensiveness of special education programs and related services at the local level.

- State and local educational agencies are also recognizing the need to have good evaluation information with which to make decisions affecting special education within the States. They are supporting numerous studies relating to policies, procedures, and cost and effectiveness of the provision of special education and related services.

Students Receiving a Free Appropriate Public Education

Of all the data and information in this report, perhaps the most important is that describing the number of handicapped children now receiving an education according to the provisions of Part B of the Education of the Handicapped Act (EHA-B) (20 U.S.C. §§1401, 1411, et seq.), as amended by P.L. 94-142. The provision of such an education to all handicapped children is required by the Act. It is also the goal toward which all requirements and provisions of the Act are directed. In the final analysis, all activities pertaining to the Act have but one purpose -- to provide an appropriate education for our Nation's handicapped children.

This chapter provides the number of handicapped children receiving a free appropriate public education reported by the States. It also looks at segments of the handicapped population that traditionally have been underserved in our country -- preschool children, secondary- and postsecondary-age youth, and institutionalized children. It describes efforts being made to serve these populations better. The chapter concludes with a discussion of the number of personnel available to serve handicapped children and how the numbers of teachers and other personnel have grown over the years along with the number of handicapped children served.

Number of Students Served

The percentage of handicapped children receiving special education and related services rose slightly. During the school year 1982-83, 4,298,327 handicapped children were served by the States under EHA-B and P.L. 89-313 (see Table 1),[1/] an increase of 65,045 over the previous school year. Since the initial child count in 1976-77, when 3,708,588 handicapped children were reported by the States, the number

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[1/] The age range for children counted under the EHA-B State grant program is three through 21. The age range for children counted under the P.L. 89-313 program is birth through 20. Tables reporting the combined child count under the two programs are labeled using the age range for the larger EHA-B program although some children from birth through two years of age may be included in the P.L. 89-313 count.

Table 1

NUMBER OF CHILDREN AGES 3-21 YEARS SERVED UNDER P.L. 89-313 AND P.L. 94-142
BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1982-1983

STATE	ALL CONDITIONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	OTHER HEALTH IMPAIRED	MULTI-HANDI-CAPPED	HARD OF HEARING & DEAF	ORTHO-PEDICALLY IMPAIRED	VISUALLY HANDI-CAPPED	DEAF-BLIND
ALABAMA	81,609	20,899	16,235	34,986	6,115	401	979	1,136	381	423	54
ALASKA	12,017	6,826	3,374	665	362	58	218	200	243	58	15
ARIZONA	51,862	25,710	11,195	6,002	5,286	662	843	1,043	747	374	0
ARKANSAS	49,004	19,436	10,493	16,013	608	249	753	739	421	269	23
CALIFORNIA	364,318	198,696	92,056	28,580	9,457	14,071	4,776	7,217	7,033	2,203	229
COLORADO	45,126	19,654	7,796	5,795	7,596	0	2,029	1,018	815	331	92
CONNECTICUT	66,010	29,352	13,896	6,208	13,089	918	476	986	383	719	3
DELAWARE	14,405	6,870	1,747	2,115	2,943	125	31	294	311	127	42
DISTRICT OF COLUMBIA	5,809	1,629	1,780	1,237	697	67	54	83	140	43	39
FLORIDA	155,609	58,105	46,256	27,537	17,077	1,569	78	2,086	2,080	770	71
GEORGIA	112,555	35,722	26,783	28,214	17,412	696	356	1,847	913	606	7
HAWAII	12,876	8,169	1,962	1,514	438	9	187	246	214	63	82
IDAHO	17,673	8,233	4,350	2,948	518	423	298	430	306	161	6
ILLINOIS	261,769	96,805	75,784	44,546	31,684	1,722	1,134	4,198	4,392	1,400	104
INDIANA	100,228	27,434	41,360	24,189	2,775	282	1,458	1,362	818	526	24
IOWA	56,109	21,340	14,656	12,228	4,749	207	757	1,061	853	241	17
KANSAS	44,159	16,190	14,274	6,779	4,323	51	405	771	719	277	370
KENTUCKY	73,170	20,064	24,922	21,741	2,356	608	1,298	943	761	461	19
LOUISIANA	86,009	39,707	20,701	15,742	4,225	1,769	995	1,707	665	469	29
MAINE	26,485	8,974	6,136	5,167	4,225	251	738	403	429	151	11
MARYLAND	90,879	48,366	24,209	7,943	3,596	560	3,239	1,500	828	587	51
MASSACHUSETTS	138,480	48,884	31,848	29,357	18,970	1,939	3,047	1,939	1,525	831	140
MICHIGAN	155,771	55,467	44,081	26,971	20,400	10	187	3,059	4,684	912	0
MINNESOTA	77,658	34,748	19,013	13,789	5,855	866	4	1,635	1,296	419	33
MISSISSIPPI	50,883	16,785	16,796	15,381	422	1	227	635	353	233	47
MISSOURI	99,984	36,224	33,202	19,530	7,017	704	817	1,175	842	390	63
MONTANA	15,215	7,208	4,790	1,515	683	127	323	247	114	183	25
NEBRASKA	30,448	12,227	9,246	5,669	1,887	0	347	514	400	160	8
NEVADA	13,326	7,041	3,232	1,047	790	342	369	175	264	65	1
NEW HAMPSHIRE	14,143	8,220	2,325	1,419	1,197	226	235	276	137	103	5
NEW JERSEY	161,481	62,736	61,280	12,463	15,254	1,908	3,741	2,028	1,213	1,221	37
NEW MEXICO *	26,334	12,237	6,789	2,782	2,164	95	1,346	422	308	134	57
NEW YORK	264,835	116,753	41,661	37,810	44,225	5,913	6,882	5,086	4,347	2,002	156
NORTH CAROLINA	120,586	49,019	25,808	33,240	5,599	1,186	1,680	2,305	1,015	692	42
NORTH DAKOTA	10,802	4,340	3,600	1,920	297	113	0	257	181	80	14
OHIO	202,234	72,031	56,932	56,802	6,302	0	2,815	2,783	3,538	983	48
OKLAHOMA	65,819	26,625	20,389	12,582	1,039	228	1,291	852	434	338	41
OREGON	46,201	23,459	11,614	4,781	2,565	369	116	1,408	933	713	43
PENNSYLVANIA	196,277	63,413	61,684	46,402	16,659	8	5	4,165	2,119	1,813	9
PUERTO RICO	35,173	1,852	1,206	21,159	795	2,099	2,552	2,237	522	2,696	55
RHODE ISLAND	18,589	11,729	3,337	1,498	1,165	210	108	240	221	67	17
SOUTH CAROLINA	71,705	20,930	19,596	22,404	5,710	150	422	1,191	801	488	13
SOUTH DAKOTA	11,841	3,563	5,413	1,481	320	60	392	304	234	60	14
TENNESSEE	106,091	42,804	32,996	20,245	2,853	1,452	1,729	2,186	1,082	717	27
TEXAS	289,343	150,768	66,544	30,769	17,707	5,465	7,526	4,868	3,525	1,999	172
UTAH	38,968	13,611	8,375	3,159	10,623	234	1,458	829	283	351	45
VERMONT	9,309	2,973	2,695	2,563	393	116	198	206	120	44	3
VIRGINIA	100,713	38,614	30,703	16,878	6,723	469	3,090	1,615	719	1,875	27
WASHINGTON	64,295	31,286	13,511	9,400	3,949	1,536	1,740	1,385	1,070	380	38
WEST VIRGINIA	42,418	14,719	12,774	11,066	1,412	923	328	490	393	313	2
WISCONSIN	72,219	27,224	18,024	13,234	9,598	505	699	1,245	1,195	451	44
WYOMING	11,144	5,095	3,184	943	978	227	317	127	177	75	21
AMERICAN SAMOA	244	1	50	161	0	2	9	13	2	3	3
GUAM	2,031	630	243	913	63	12	119	87	19	32	13
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	1,237	220	245	626	35	0	29	47	11	12	12
BUR. OF INDIAN AFFAIRS	4,849	2,531	1,047	723	251	33	199	34	17	14	0
U.S. AND TERRITORIES	4,298,327	1,745,871	1,134,197	780,831	353,431	52,026	65,479	75,337	57,506	31,096	2,553

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* THESE ARE NEW MEXICO'S CHILD COUNT FIGURES. HOWEVER, NEW MEXICO DOES NOT PARTICIPATE IN P.L. 94-142.

of handicapped children served has grown by more than half a million, an increase of about 16 percent. The increase of 65,045 children from 1981-82 to 1982-83 reflects a change of 1.5 percent.

The percentage of handicapped children served based on the number of children enrolled in school (preschool through twelfth grade) has also increased slightly. This percentage rose from 10.47 percent in 1981-82 to 10.76 percent in 1982-83. Table 2 shows the percentage change for each handicapping condition.

Table 2

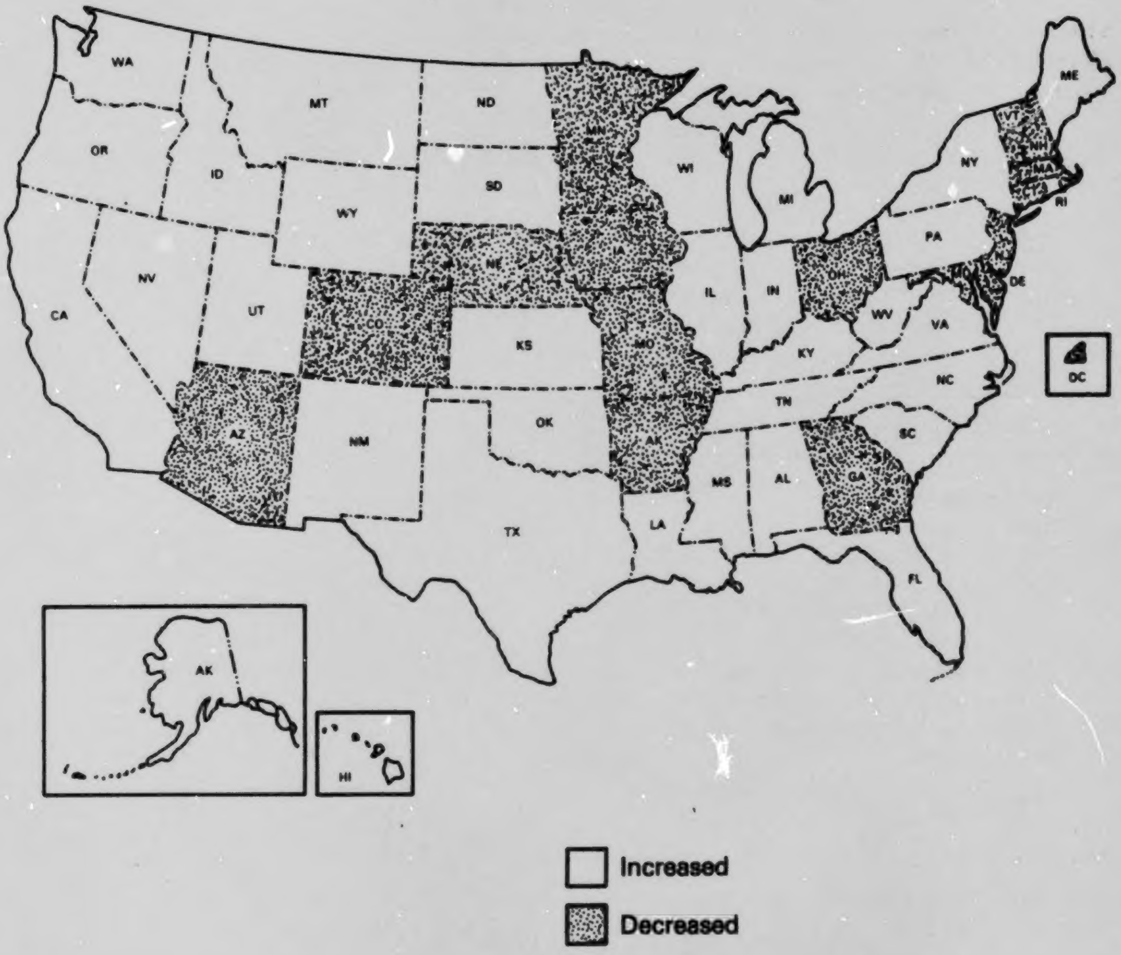
Percentage* of School Enrollment Served as Handicapped, by Handicapping Condition, during 1981-82 and 1982-83 for the 50 States and the District of Columbia

Handicapping Condition	1981-82	1982-83
Learning disabled	4.04	4.40
Speech impaired	2.83	2.86
Mentally retarded	1.96	1.92
Emotionally disturbed	.85	.89
Other health impaired	.20	.13
Multihandicapped	.18	.16
Hard of hearing and deaf	.19	.18
Orthopedically impaired	.14	.14
Visually handicapped	.07	.07
Deaf-blind	.01	.01
Total	10.47	10.76

*The percentages are based on school enrollment for preschool through twelfth grade children and handicapped enrollment for children ages three through 21.

The total number of handicapped children increased during the past year, but this increase did not occur uniformly in every State. (See Figure 1.) In fact, the number of handicapped children actually decreased in 19 States and territories between 1981-82 and 1982-83. Between 1980-81 and 1981-82, 15 States showed such a decrease. From 1979-80 to 1980-81, no State reported a decrease in the number of handicapped children served. Given the decreasing size of the general

Figure 1 Change in Number of Handicapped Children Ages 3-21 Reported in Child Count Between 1981-82 and 1982-83


WA
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☐ Increased
▨ Decreased

NOTES:

The number of handicapped children reported decreased for Guam and the Bureau of Indian Affairs.

The number of handicapped children reported increased for Puerto Rico, American Samoa, and The Virgin Islands.

No data were available for the Northern Marianas and the Trust Territories.

school population, a decrease in the total of handicapped children served was anticipated at the point where services became available for most handicapped children. Between 1981-82 and 1982-83, all but seven States experienced a decline in school-age population. However, this trend may not continue, as the three- through five-year-old population increased from 9,513,753 to 9,604,274 between 1981-82 and 1982-83. Appendix 3, Tables 3D1-3D4, shows the school-age population for recent years.

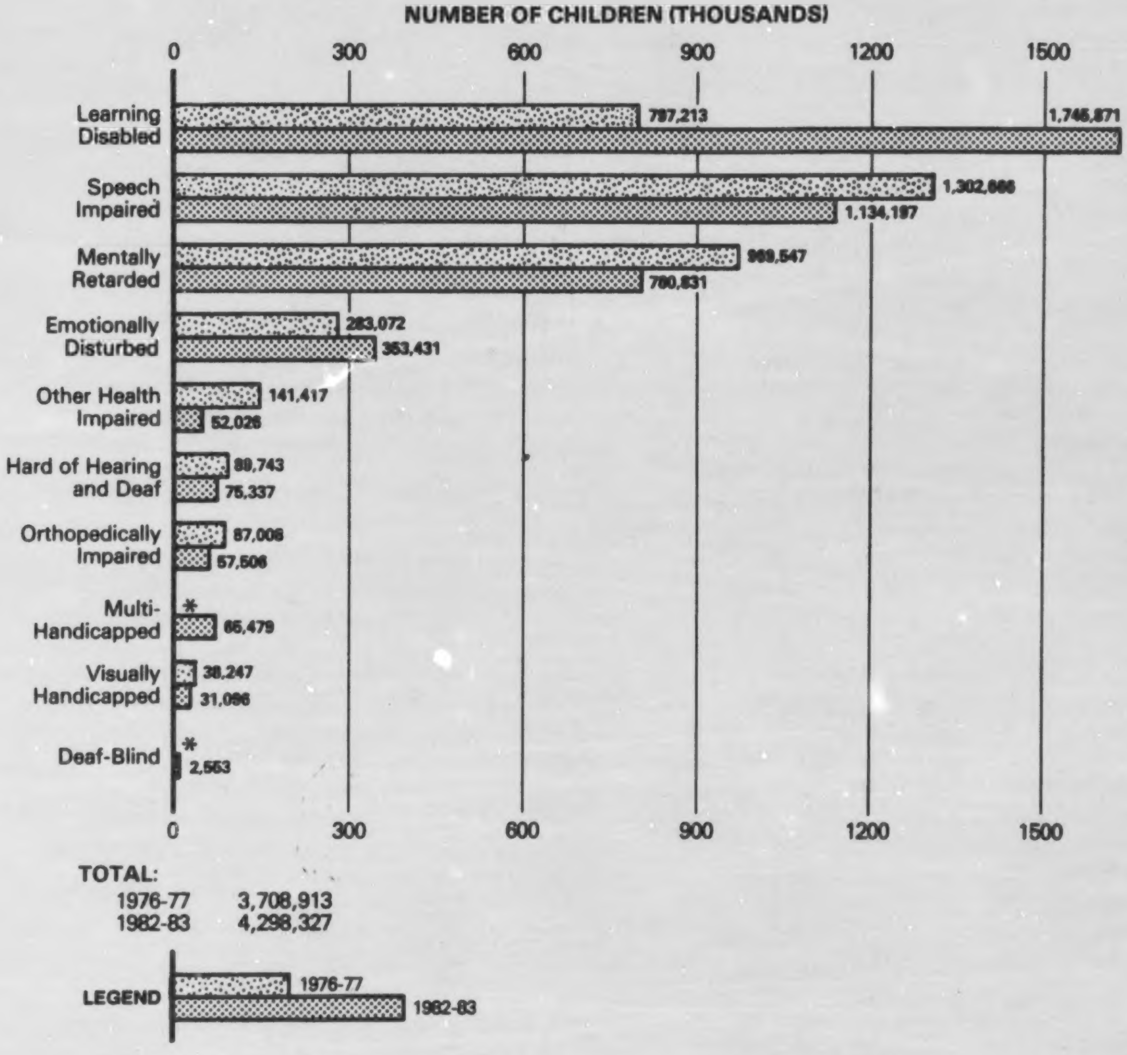
The relatively stable total figures in the number of children served can mask changes which are occurring within the different handicapping conditions. (See Figure 2 and Appendix 3, Tables 3A1-3A5.) The number of children served has decreased for most categories. This decrease has been more than offset, however, by the large increase in the number of learning disabled children.

As in past years, the number of children identified and served as learning disabled increased markedly between 1981-82 and 1982-83, from 1,627,344 to 1,745,871. The number of learning disabled children now represents 4.3 percent of the school-age enrollment and more than 40 percent of all children who receive special education services. Since 1976-77, the learning disabled population has grown by 948,658 children, an increase of 119 percent.

Reasons for this rapid growth in the number of children served as learning disabled were detailed in the 1983 Report to Congress. They include improved assessment procedures, liberal eligibility criteria, social acceptability for the learning disabled classification, and a lack of general education alternatives for children who experience problems in regular classes. Those reasons are still valid, but many States have expressed concern about the dramatic increase in the numbers of learning disabled children and have taken steps to assure that children are not classified erroneously. These efforts appear to be having some effect. Although the learning disabled population increased between 1981-82 and 1982-83, it increased at a considerably slower rate than in previous years. The increase from 1979-80 to 1980-81 was 15 percent; from 1980-81 to 1981-82 it was 11 percent. The increase of 118,527 children between 1981-82 and 1982-83 reflects a growth rate of 7 percent.

A significant portion of the increase in learning disabled children in the past year (47,264 of the 118,527 additional learning disabled children) came from one State, New York. New York's count increased by 68 percent between 1981-82 and 1982-83 for two major reasons. First, a definitional change resulted in many children who were previously counted as other health impaired being counted as learning disabled. New York children diagnosed as neurologically impaired have traditionally been counted as other health impaired, but in 1982 the

Figure 2 Distribution of Children Ages 3-21 Served by Handicapping Condition, School Year 1976-77 and 1982-83



TOTAL:

1976-77	3,708,913
1982-83	4,298,327

* Not available in 1976

State changed its regulations so neurologically impaired children are now reported as learning disabled. Second, a large percentage of the New York increase in learning disabled children lives in New York City. The city's child count has risen dramatically in the past year in response to pressure to extend services to all handicapped children. Apparently many of the city's handicapped children who are newly identified and served have been classified as learning disabled. Although the State's learning disabled population has risen dramatically in the past year, it has long had a low percentage of children served as learning disabled compared to other States. The second chapter of this report discusses State efforts to prevent children from being classified erroneously as learning disabled.

The other group of handicapped children that increased noticeably between 1981-82 and 1982-83 was the emotionally disturbed. This group increased from 341,786 to 353,431, a change of 3.4 percent. Since 1976-77, the number of emotionally disturbed children reported by the States has increased by 25 percent. Reasons for this steady increase, as noted in the 1983 Annual Report to Congress, include efforts by State and local agencies to serve this previously underserved population. Many of these children were formerly served by agencies other than the State educational agency, but as programs at the local level become available, more and more of them can be educated in public schools.

With a relatively stable count, increases in some areas mean decreases in others. The number of multihandicapped children declined for the first time between 1981-82 and 1982-83. The number of children reported in this category dropped from 77,832 to 65,479. There were 50,772 multihandicapped children counted in 1978-79, the first year a count of multihandicapped children was taken. It appears that the recent decline in the number of multihandicapped students is largely the result of definitional and procedural changes in reporting by a few large States. For example, one State experienced a 96 percent decline in its multihandicapped population because such children are now reported on the basis of one primary handicapping condition rather than as multihandicapped. A State with a 47 percent decline in the number of multihandicapped children has changed its definition so that a child must have three handicapping conditions to be considered multihandicapped. This State previously counted children with two handicapping conditions as multihandicapped. Although the number of multihandicapped children declined nationally, 26 States actually reported an increase in the number served.

The number of other health impaired children changed from 80,171 to 52,026 between 1981-82 and 1982-83. This change is also readily explainable. It can be attributed almost entirely to the State of New York, which reported 27,000 fewer other health impaired children in

1982-83 than in 1981-82 as a result of the previously described definitional change which considers neurologically impaired students as learning disabled rather than as other health impaired. In fact, the number of other health impaired children increased in 26 States during the past year.

In nearly every other category not specifically discussed here (mentally retarded, speech impaired, hard of hearing and deaf, deaf-blind, orthopedically impaired, and visually handicapped), the number of children served has decreased, both in the past year and since 1976-77. The one exception is the visually handicapped category, which decreased by nearly 19 percent since 1976-77 but increased over the past school year by 117 children or 0.4 percent. The shifts that are occurring in some States raise questions but seem explainable as changing State rules are identified. A few large States have a significant impact on National totals when definitions are refined. Overall, however, the number of school-aged handicapped children appears to have stabilized. The following sections show that States are focusing more resources on older and younger children -- an event both anticipated and encouraged by the Administration.

Services for Children from Birth through Age Five

A recent survey of State directors and preschool program coordinators in eight States conducted by the National Association of State Directors of Special Education (NASDSE, 1983) confirmed that preschool services were much less comprehensive before passage of EHA-B than they are today. Federal oversight hearings and a review of professional literature have confirmed this finding. Programs that previously existed were mostly half-day programs operated primarily for mildly handicapped children. School districts did not have sufficient numbers of personnel, especially in related services (such as speech therapists and physical therapists). However, despite the lack of services, the beneficial effects of programs for preschool handicapped children became increasingly evident. Since the passage of EHA-B, evidence of the immediate and long-term effectiveness of preschool programs has become even more impressive. Studies have shown that handicapped infants and children (and those at risk of developing handicaps) who receive early intervention show significant improvement in development and learning along with a decrease in need for costly special education programs, compared with peers who do not receive intervention (Weiss, 1981; Lazar, 1979; Moore, Anderson, Frederick, Baldwin, and Moore, 1979; Weikart, Bond, and McNeil, 1978). The findings of several studies recently reported in the literature indicate:

- Of 688 children in a study of Handicapped Children's Early Education Program (HCEEP) projects, about one-third needed no special education classes upon entering first grade and were placed in the regular classrooms; another third of the children were placed in regular classes with some special education support; and the remaining children were placed in special education programs (Stock, et al., 1976).

- A 1982 study of the benefits of preschool education by the Colorado Department of Education found that special education for preschool handicapped children resulted in a larger percentage being able to begin public education in regular classrooms with no special education. An even larger number of these students were found to require fewer special education services when they entered public school because they had received preschool service (Colorado Department of Education, 1982).

- A 248 percent return on the cost of the original investment in the preschool program was projected by the end of high school (Schweinhart and Weikart, 1980).

- In a study conducted in four school districts, $1,560 was saved per child over a three-year period, even after the costs of the preschool program were subtracted (Weiss, 1981).

Evidence further indicates that the earlier an infant and his or her family receive services to prevent or remediate a handicapping condition, the greater the long-term benefits. One study which extrapolated from three studies that included large numbers of children whose handicaps were apparent in the early years found that if intervention began at birth, education costs to age 18 were projected to be $37,272. If, however, intervention was delayed to age six, the cost was projected to be $53,350 (Garland, Stone, Swanson, and Woodruff, 1981).

Although caution must be used in making generalizations from the studies cited above, States have worked to improve services to preschool handicapped children. Previous reports to Congress have described the progress States have made in serving preschool handicapped children since the passage of EHA-B. The following sections describe the current status of preschool education of handicapped children in the United States, including changes in preschool services; specific Federal assistance and programs; and Department of Education initiatives to improve preschool services.

Numbers of Preschool Children Served

Although the increase in the number of children reported as handicapped by SEAs was 1.5 percent in the past year, the percentage increase was considerably greater among children ages three through five. The number of children reported in this age group grew from 227,612 to 242,113, an increase of 6.4 percent. This growth represents almost one-quarter of the total increase in the number of children ages three through 21 receiving special education services last year. Since 1976-77, the increase in preschool children served has been more than 23 percent. (See Figure 3.) Despite this progress, there are many preschool handicapped children who do not have services available. The number of preschool handicapped will probably continue to grow as States develop model programs to identify and serve them.

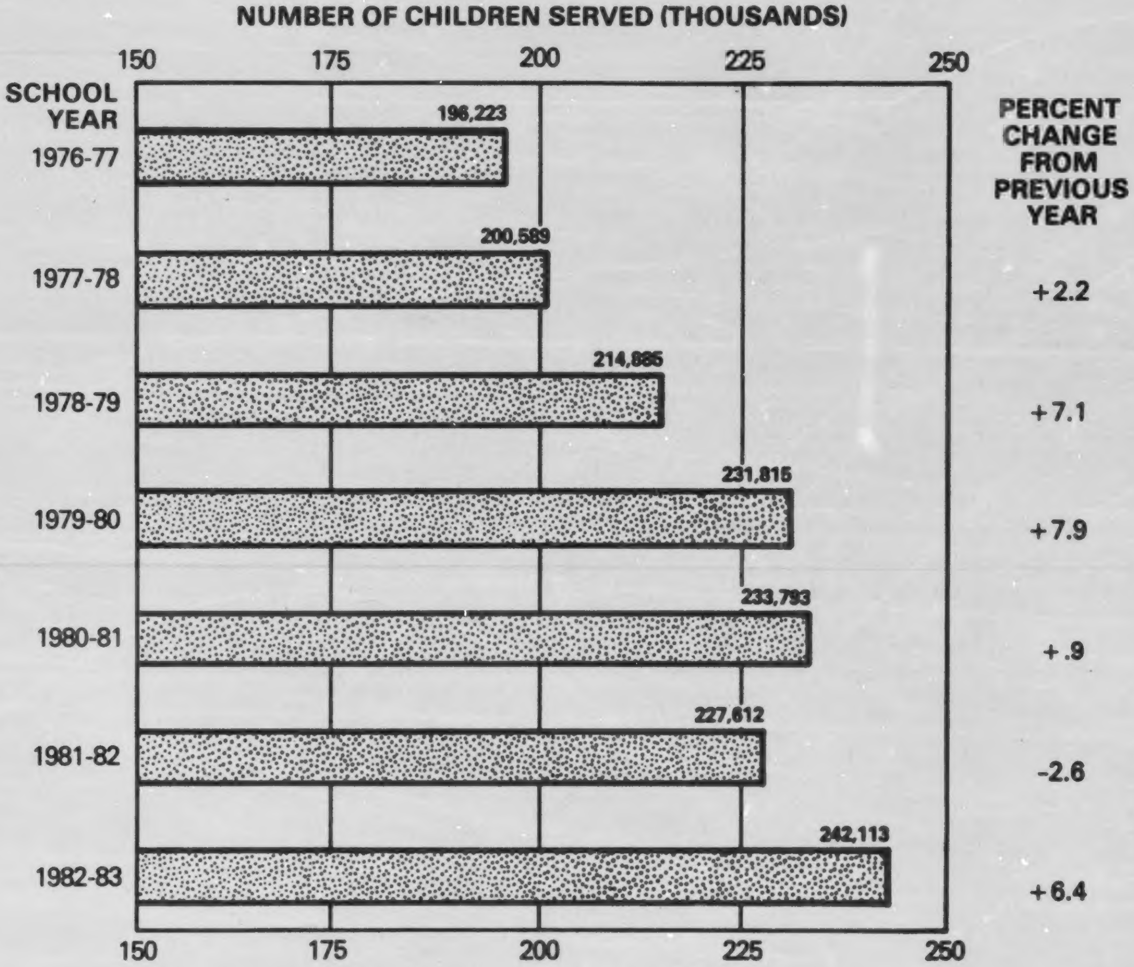
State Mandates

Thirty-eight States (including the District of Columbia) now mandate services to some portion of the population of preschool handicapped children from birth through age five. Seventeen States mandate services for all three- through five-year old handicapped children and another 21 mandate services for some portion of the three- through five-year old population. Some State mandates require localities to provide services to all handicapped children from a specified age. Other mandates cover only certain types of handicapping conditions. Some States (e.g., Delaware) mandate early services only for children who are visually or hearing impaired; others require preschool services for severely and profoundly handicapped children. The number of States with preschool mandates has increased since the passage of EHA-B. Most recently, New Jersey has lowered its mandate for services from age three to birth.

Table 3 presents the current mandated ages by State.

An examination of this year's child count data indicates that States with mandates reported serving a larger percentage of three- through five-year-old handicapped children than those without mandated services. States with mandates reported serving 3.15 percent of the three- through five-year-old population, those with partial mandates reported serving 2.5 percent, and States without preschool mandates reported serving 2.1 percent of this population. States report that the various programs supported under EHA-B for three- through five-year-olds have been instrumental in increasing services to this population. Even States with limited mandates (such as Colorado, Maine, and North Carolina) have developed and increased services to preschool handicapped children, and have also developed a systematic plan and structure that eventually will provide services statewide.

Figure 3 Number and Percent Change in Preschool Handicapped Children Served by P.L. 94-142



From 1976-77 to 1982-83, the percent change was +23.4.

Table 3

Mandates for Handicapped Children Age Six and Under by State

Age Range	0-5	2-5	2.8-5	3-5	4-5	5	6
	Iowa	Virginia	Connecticut	Alaska	District of Columbia	Colorado	Alabama
	Maryland			California	Minnesota	Florida	Indiana
	Michigan			Hawaii		Georgia	Kansas
	Nebraska			Illinois	----------	Idaho	Mississippi
	New Jersey			Louisiana	Delaware (2)	Kentucky	Montana
	South Dakota			Massachusetts	Oklahoma (3)	Maine	North Dakota
				New Hampshire	Tennessee (4)	Missouri	Oregon
				Rhode Island		Nevada	Pennsylvania
				Wisconsin		New Mexico	Vermont
						New York	Wyoming
				----------		North Carolina	
				Texas (1)		Ohio	----------
						Utah	Arizona (5)
						Washington	Arkansas (6)
						West Virginia	South Carolina (7)

Notes: States with different mandated ages for particular handicapping conditions.

1. Texas
   3 - All handicapping conditions
   0 - (VI, HI, DB)

2. Delaware
   4 - (EMH, SEM, LD, SI)
   3 - (TMH, SMH, PI)
   0 - (HI, VI, DB, A)

3. Oklahoma
   4 - All handicapping conditions

4. Tennessee
   4 - All handicapping conditions
   3 - (D)

5. Arizona
   6 - All handicapping conditions
   5 - If LEA offers Kindergarten

6. Arkansas
   6 - All handicapping conditions
   5 - If LEA offers Kindergarten

7. South Carolina
   6 - All handicapping conditions
   4 - (HI, D)

Legend of State Terms

VI - Visually Impaired
HI - Hearing Impaired
DB - Deaf-Blind
EMH - Educable Mentally Handicapped
SEM - Socially and Emotionally Maladjusted
LD - Learning Disabled
SI - Speech Impaired
TMH - Trainable Mentally Handicapped
SMH - Severely Mentally Handicapped
PI - Physically Impaired
A - Autistic
D - Deaf

Changes in Programs

Three- Through Five-Year-Olds

Before passage of EHA-B, relatively few education programs existed for preschool handicapped children and few of these early programs were located in public schools. Most were university based and geographically scattered. Immediately after EHA-B became effective, the number of programs for preschool handicapped children within the public schools expanded.

A study conducted by SRI International (1982) found that about half of all school districts in their sample provided preschool services to handicapped children during 1978-79. By 1982, nearly all the school districts in the SRI sample had developed programs for previously unserved preschool children or had expanded and refined existing programs, and reported that this was primarily the result of the stimulus of Federal assistance.

Early efforts to expand services to preschool age children have progressed during the past six years. According to the NASDSE (1983) study, these changes have occurred primarily in three areas: service delivery, personnel and certification, and interagency cooperation.

- Service Delivery. Service within States has been dispersed. For example, Colorado had five local programs serving preschool children in 1977, all in metropolitan areas. Now there are 30 programs located in various parts of the State. States also report they now serve a wider range of handicapping conditions and levels of severity. This dispersion of services means that more children, regardless of geographic location or severity of handicapping condition, now receive services.

- Personnel and Certification. The number of trained personnel qualified to plan and provide programs for preschool handicapped children has increased since the EHA was enacted, primarily because new university training programs have been developed. For example, Virginia had no university training programs before passage of the EHA; now it has eight. Despite increases in the number of training programs and available personnel, all States surveyed by NASDSE reported they need still more qualified personnel with experience in serving preschool handicapped children.

- **Interagency Cooperation.** More cooperative interagency activities now deliver services to preschool handicapped children. Although such cooperation was slow to develop, all States surveyed by NASDSE report an increase in the number of operational interagency agreements and cooperative arrangements. States report increased awareness of services provided by other agencies, such as public health screening, and more cooperation to reduce duplication of services. The cooperative provision of services has also increased. For example, in some Colorado districts the educational agency provides teachers and educational programming while the Health Department provides nursing or physical therapy services. In some North Carolina LEAs, Headstart provides an educational program for preschool handicapped children and the LEA provides necessary related services such as speech, occupational, and physical therapy.

Birth through Age Two

Education agencies have assumed a larger role in delivering services to handicapped infants since the enactment of EHA-B. States with mandates for services report an increase in the number of infants served in recent years. For example, Maryland served 435 infants in 1980; by 1982 this number increased by nearly 50 percent. In its study NASDSE (1983) found that States without mandated services serve smaller proportions of their children from birth through age two than those ages three through five.

Few university training programs prepare professionals to work with handicapped infants. Thus, States report a critical need for trained educational professionals, even though the number of trained and qualified personnel has increased somewhat. States also report a modest increase in the number of related services personnel (O.T., P.T., speech and language therapists) trained to work with infants.

Infant programs are in a stage of intense development. Five States mandate programs for infants; several others mandate programs for certain types of handicapped infants. Because infants have unique needs, public schools face a major challenge in developing services within traditional administrative structures and guidelines. Fortunately, excellent examples of success in meeting this challenge now exist, many as the result of initiatives flowing from EHA.

Federal Efforts in the Expansion of Services

States report that several Federal initiatives have helped State and local educational agencies improve and increase services to preschool handicapped children. These include the use of EHA-B State grant program funds, the Preschool Incentive Grant program, the State Implementation Grant Program, and the Handicapped Children's Early Education Program.

EHA-B State Grant Program Funds

A review of 1984-86 State plans indicates that at least 35 percent of the States are using some portion of their discretionary funds available under the EHA-B State grant program to expand preschool services. EHA-B State grant program discretionary funds are being used to help finance the development of infant programs (in Maryland, Florida, and California), operate child find activities (in Montana, Nevada, Pennsylvania, North Dakota, South Dakota, and Tennessee), support interagency activities and develop guidelines and handbooks for preschool programs (in South Dakota), and disseminate information on the importance of early identification and intervention (in Arizona).

Preschool Incentive Grants

The Preschool Incentive Grant Program for preschool handicapped children was established by Congress in 1975 as a part of EHA-B (20 U.S.C. §1419) to encourage States to provide educational opportunities to handicapped children ages three through five. The grants are awarded upon submission of an approvable EHA-B State Plan and completion of a specific Preschool Incentive Grant application. In this application, States must describe how they will provide special education and related services to children ages three through five (34 CFR §§301.4 and 301.5). The grants are described as an "incentive" because these children can be counted twice, once for EHA-B purposes, a second time for this grant. The States then receive the basic EHA-B allocation plus the additional Preschool Incentive Grant money.

The amount of each State's allocation under the Preschool Incentive Grant is determined by the annual count of handicapped children ages three through five who are receiving special education and related services. The child count submitted by the State on December 1 of each year determines the amount of funds it will be eligible to receive.

In the first year of implementation of the program, fewer than half of the SEAs chose to participate. However, since FY 1978, the number of SEAs applying for Preschool Incentive Grant funds has increased significantly. During the funding cycle for FY 1983, 55 of 58 eligible agencies elected to participate in the program. The funds available have grown from $12,500,000 in FY 1978 to $25,000,000 in FY 1984.

The State educational agencies have some latitude in how they use Preschool Incentive Grant funds. Before enactment of the Education of the Handicapped Act Amendments of 1983, they provided direct services to three- through five-year-old handicapped children, made discretionary awards to LEAs or other agencies to provide preschool services, or allowed the money to "flow through" to all LEAs on the basis of child count. The EHA amendments now provide for services to be provided from birth through five years of age. In early years of the program, most SEAs supported preschool services through discretionary awards. Increasingly, however, SEAs are distributing the Preschool Incentive Grant funds to all LEAs and allowing them to decide how to spend the money to benefit the three- through five-year-old handicapped population. Twenty-eight States still award Preschool Incentive Grant monies on a discretionary basis, 17 States use the flow-through method, four States do both, and six still provide services directly.

Preschool Incentive Grant funds are used in numerous ways, depending on the State needs. These funds were used last year for direct services to preschool handicapped children; to develop collaborative interagency agreements; to create statewide networks of technical assistance centers; to provide comprehensive diagnostic assessments; for parent training and counseling programs; for inservice training of administrative and ancillary personnel; and to provide partial support for development of instructional television programs for teachers and support staff.

States report that services to preschool handicapped children through Preschool Incentive Grant funds have made an impact on the overall services to handicapped children in these ways:

- Identification and assessment procedures have been refined.

- More effective training has been available for personnel who provide preschool services to handicapped children.

- The capability of LEAs to meet the individual needs of handicapped children ages three through five has increased.

- Rural service delivery programs have been expanded for handicapped children ages three through five.

- Dissemination of information on available services for handicapped children ages three through five has increased.

State Implementation Grants

State Implementation Grant funds are separate from those described above and are authorized by Section 623 of Part C of the EHA, the Early Childhood Education program -- a large developmental demonstration program described below. Since its inception in 1976, the State Implementation Grants (SIG) program has awarded grants to 43 States and territories. Unlike the Preschool Incentive Grants, SIG program grants provide no direct services to children, but help the State plan and coordinate a comprehensive preschool service delivery system (34 CFR §309.51). NASDSE's (1983) study and a 1981 SEP analysis of SIG programs reveal various outcomes of the program. One cited in several States is the development of States' capacity to initiate planning. A second is the creation of structures within States to help ensure the statewide provision of services. The structures have facilitated systematic and coordinated planning and thus reduced the likelihood of fragmented service delivery to children. State organizations are also important because they set the standards for teacher certification, which influences the content of university training programs and standards for local programs. All States receiving SIG funds that were studied indicated that their accomplishments would not have been realized without this program.

Handicapped Children's Early Education Program

The Handicapped Children's Early Education Program (HCEEP) is also authorized by Section 623 of EHA-C. It was established in 1968 to support experimental/demonstration activities to pioneer innovative and effective strategies for serving preschool handicapped children and their families. A recent analysis of the impact of the demonstration and outreach components of the program (Roy Littlejohn Associates, 1982) described the accomplishments of the HCEEP projects as "greater and more varied than for any other documented education program identified." When HCEEP began, few models, assessment tools, or curriculum guides and materials existed for serving young handicapped children. This made program implementation difficult. Now HCEEP projects have developed more than 3,000 products to assist local agencies.

The HCEEP program has also directly supported the expansion of services to preschool handicapped children. For each child served directly in the federally-funded demonstration projects, another 6.4 children were served through local continuation and replication projects. HCEEP programs have also proved cost effective. For every HCEEP dollar expended in programming, $18.37 in combined State and local funds has been generated to serve children and their families.

Department Initiatives

The SRI study (1982) documents the growth of services to preschool handicapped children since the passage of EHA-B. Because of the success of the Preschool Incentive Grants, State Implementation Grants, the Handicapped Children's Early Education Program, and the EHA-B State grant program, preschool programs for the handicapped are now available for many three- through five-year-old handicapped children. States agree that Federal assistance contributed materially to this progress.

There is still room for improvement, however. The critical need now is to expand services for children from birth through age two. As mentioned previously, only five States now mandate services for this age group. Federal efforts in this area will focus on educating professionals and communities about the value of early intervention to assure that each handicapped child receives the services. To achieve this end, SEP intends to revise funding priorities to emphasize programs that provide education for handicapped infants.

Services to Secondary- and Postsecondary-Age Students

As services to preschool children have grown more rapidly than services to handicapped children in general, so too have services to secondary- and postsecondary-age students. Again, this is because this segment of the population has been traditionally underserved. Educational agencies have recently begun to expand services to secondary- and postsecondary-age handicapped students. The increased emphasis on educating this group of handicapped students stems from recognition of two factors: (1) improved secondary programming is necessary if handicapped youth are to make a successful transition from school to work; and (2) improved secondary programming maintains and builds upon the benefits students gain in elementary-level education. The following pages describe the current status of education for secondary- and postsecondary-age handicapped youth. Included are the number of students served, State mandates, changes in programming for these students, use of EHA-B funds in these programs, and current Department initiatives.

Number of Students Served

Although National data on the number of handicapped secondary-age students served are not available (until the enactment of the EHA amendments of 1983 child count information was reported by States only for age groups three through five, six through 17, and 18 through 21), information from a survey of eight States conducted by NASDSE (1983) shows that the number of students served in this age group has increased more rapidly than the number of students served in younger age groups. Table 4 illustrates trends in this area, showing that all of the eight States surveyed increased the number of students served for ages 12 through 17 (ranging from an additional 62 students in Minnesota to an additional 11,730 secondary-age students in Maryland, as measured between 1979-80 and 1982-83). This growth is even more dramatic when compared to the change in the total handicapped school-age population: seven of the eight States showed an increase in 12- through 17-year-olds that was greater than the increase for the total population of three- through 21-year-olds. For example, the number of handicapped secondary-age students in Maryland increased by 45.1 percent in the past three years, while the total handicapped population in that State from ages three through 21 declined by 2.2 percent. Similarly, the number of handicapped secondary-age students in Illinois rose by 9.8 percent between 1979-80 and 1982-83 while the total handicapped population grew by only 2.4 percent in the same period. Missouri is the only State surveyed that did not show a greater increase in the number of handicapped secondary-age students over the general handicapped population. This is probably related to that State's overall decrease in general enrollment for grades seven through 12.

Data from all 50 States show that the number of postsecondary-age handicapped students (ages 18 through 21) has also grown steadily over the past four years. (See Figure 4.) The number of 18- through 21-year-old handicapped youth rose from 159,399 to 173,642 between 1981-82 and 1982-83, an increase of 9 percent. This increase is particularly impressive because the total age 18 through 21 population decreased by about 200,000 during this period. Since 1978-79, when 18- through 21-year-old handicapped youth were first counted separately, their number has increased by 70 percent. Figures from the eight States shown in Table 4 corroborate this large increase: seven of the eight States surveyed showed gains of from 14.7 to 45.1 percent since 1979-80. These increases again stand in contrast to the relatively stable changes for the total school-age handicapped population.

TABLE 4

Number and Percentage of Change of Secondary- and Postsecondary-Age Students 1979-80 to 1982-83 in Selected States

	Secondary-Age Handicapped Children 12 through 17		Postsecondary-Age Handicapped Children 18 through 21		Total Handicapped Children 3 through 21	
	Number Changed	Percentage of Change	Number Changed	Percentage of Change	Number Changed	Percentage of Change
Illinois	+ 6,982	+ 9.8	+1,553	+29.3	+4,930	+ 2.4
Iowa1/	+ 661	+ 3.1	+ 442	+18.7	-1,293	- 3.1
Maryland	+11,730	+45.1	+ 730	+18.9	-1,963	- 2.2
Massachusetts	+ 2,763	+ 4.9	+1,205	+29.1	-3,846	- 3.0
Minnesota2/	+ 62	+ .2	+ 392	+14.7	-4,452	- 5.5
Missouri3/	+ 288	+ .8	+ 938	+45.1	+2,127	+ 2.3
Montana	+ 885	+20.9	+ 112	+26.8	+2,498	+20.3
Nebraska	+ 799	+ 7.5	+ 403	+40.2	+ 187	+ .6

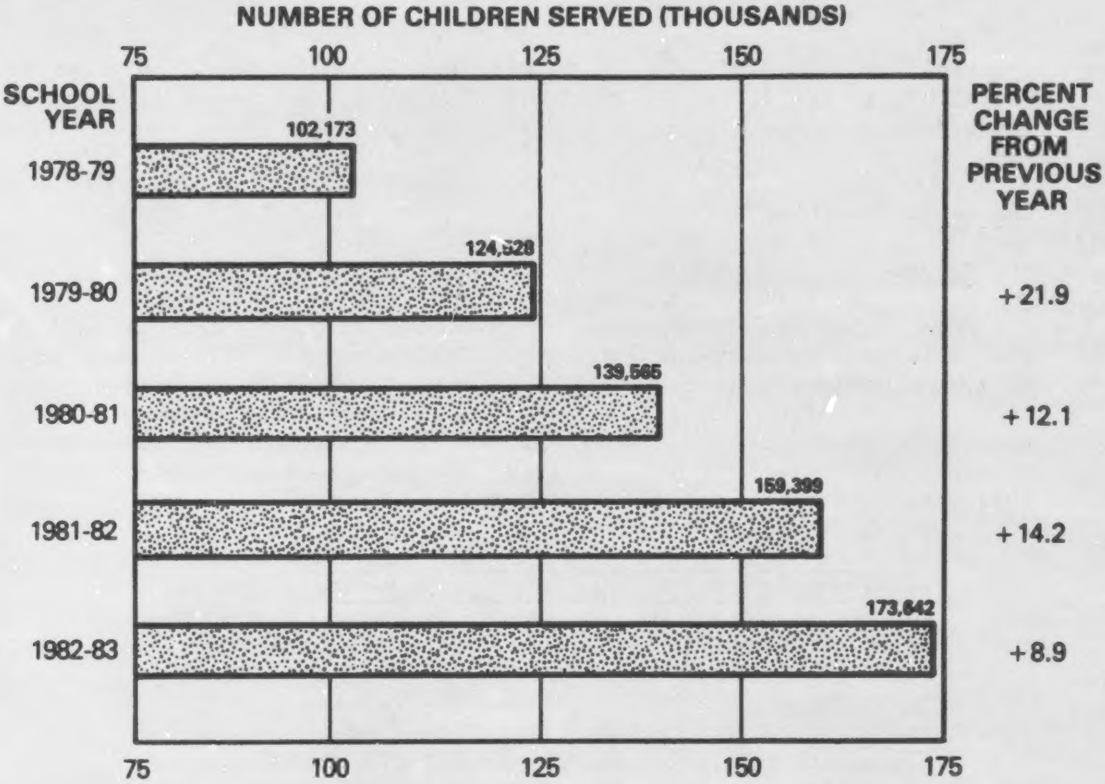
Source: Data for 12- through 17-year-olds from NASDSE telephone survey conducted September 1983; all other data extracted from State-reported data, 1982-83.

1/ Iowa data do not include speech impaired in any age group.

2/ Minnesota experienced a large increase in the number of handicapped students between the ages of 12 through 17 about the time of the enactment of the P.L. 94-142 amendments to EHA-B. This was because the State's mandate predated EHA-B, as amended by P.L. 94-142. Thus the figures for Minnesota reflect a slower rate of growth over the past four years.

3/ Missouri data reflect the change in number of students in grades 7 through 12, roughly equivalent to the 12- through 17-year-old age group.

Figure 4 Number and Percent Change in Postsecondary-Age Students Served by P.L. 94-142



From 1978-79 to 1982-83, the percent change was +69.9.

State Mandates

In 1983, 24 States had mandates to serve handicapped youth through the age of 21 if they had not graduated from high school. Of these, two States (West Virginia and Michigan) mandate services through the ages of 23 and 25, respectively, and one (Texas) mandates services through age 22 for certain types of handicapping conditions. Sixteen States mandate services through age 20, two States through age 19, six States through age 18, and two States through age 17. Table 5 presents the current mandated ages by State.

About one-third of the 26 States that do not mandate services to youth through age 21 permit local school systems to provide services at least through age 21.

Changes in Programs

Secondary-Age Students

School districts have also expanded the range of program options available to secondary-age students. LEAs recognize that a new range of secondary-level alternatives is needed to help prepare students for life after high school. The new or expanded programs are vocationally-oriented and seek to provide secondary-age handicapped students with specific work-related skills. Several trends can be observed:

- School districts are hiring vocational specialists and using non-educators from the local business community to teach vocational skills to handicapped students. Gwinnet County Public Schools in Georgia, for example, established the Related Vocational Instruction program (RVI) in which nine vocational specialists were hired to work with secondary-age students and special education teachers. The specialists provide career counseling, vocational evaluations, and on-the-job experience for students whose IEPs identify a need for these services. They also coordinate all ancillary services on behalf of the students.

- Many school districts are expanding vocational assessment services, and some are starting vocational and prevocational programs in earlier grades. The Cape Cod Regional Technical High School in Harwich, Massachusetts, for example, established an Assessment Center to provide long-range vocational plans for handicapped students before the eighth grade.

Table 5

State Mandates for Upper Age Limit for Service Eligibility

17	18	19	20	21	23	25
Kentucky	Florida	Alaska	Alabama	Arizona	West Virginia	Michigan
Nevada	Georgia	Hawaii	Arkansas	California		
	Indiana		Colorado	Illinois		
	Montana		Connecticut	Kansas		
	North Carolina		Delaware	Louisiana		
	Oklahoma		Idaho	Massachusetts		
			Iowa	New Hampshire		
			Maine	New Jersey		
			Maryland	New Mexico		
			Minnesota	North Dakota		
			Mississippi	Ohio		
			Missouri	Pennsylvania		
			Nebraska	South Carolina		
			New York	South Dakota		
			Oregon	Tennessee		
			Rhode Island	Texas1/		
				Utah		
				Vermont		
				Virginia		
				Washington		
				Wisconsin		
				Wyoming		

1/ Texas extends services through age 22 for visually impaired, hearing impaired, and deaf-blind.

Similarly, the Office of the Riverside County Superintendent of Schools in California, as part of its total career education program, developed a comprehensive vocational assessment instrument and a prevocational skills checklist to determine handicapped students' vocational interests and abilities as early as seventh grade.

These expanded vocational programs at the secondary level give handicapped students -- in some cases even those who are severely handicapped -- the opportunity to receive vocational services in classes with nonhandicapped students. For example, the Moore-Norman Vocational Technical High School in Oklahoma integrates handicapped students into regular vocational classes and provides supplemental support from teacher aides. A special core curriculum made up of sequential modules allows handicapped students to work from the same materials as nonhandicapped students but at a different pace.

Postsecondary-Age Students

In addition to developing new programs for handicapped high school students, some school districts have created programs designed to meet the specific needs of 18- through 21-year-olds. The following examples illustrate these new programs:

- The Lenawee Intermediate School District covering 12 LEAs in southern Michigan is the fiscal agent for a demonstration project that provides case management services to developmentally disabled persons age 18 and older. All students ages 18 through 21 are referred to the case manager, who develops an individualized service plan that reflects a coordinated set of social, recreation, health, employment, economic, and education services to be provided the client in the community.

- The Houston Independent School District began a program for 18- through 21-year-olds that seeks to familiarize handicapped students with the business community. In 1982-83, about 75 mentally retarded, learning disabled, and deaf students, some of whom began the program at age 16, participated in the program at three high schools. Employers such as Texas Commerce Bank and United Gas Pipeline worked with the students on job acquisition and job maintenance skills, and took them on field trips through their companies. Some of the students became interns and were later employed by these firms.

Both of these programs and others like them in other districts were designed to facilitate the transition from school to work for 18- through 21-year-olds. The program in Lenawee, Michigan, recognizes the crucial need for coordination of community services to help handicapped youth become independent after they leave high school. The Houston business/school partnership reflects a similar awareness of the need to help 18- through 21-year-olds move into the work place.

Use of EHA-B State Grant Program Funds

To encourage programming for secondary-age handicapped students, State agencies have increasingly used EHA-B State grant program discretionary money to support secondary-level programs. For example, three SEAs have used these funds as seed money to promote the development and improvement of secondary programs at the local level:

- The Massachusetts Department of Education used $6.2 million of its EHA-B State grant program funds and $3.2 million from its P.L. 94-482 (vocational education) funds over a five-year period to help 46 local districts develop vocational programs for handicapped youth.

- The Rhode Island Department of Education also used part of its EHA-B State grant program monies plus vocational education funds to award grants to LEAs for vocational programming.

- The California Department of Education used about $1.5 million of its EHA-B State grant program funds during the past two years (combined with Employment Development Department and Vocational Rehabilitation funds) to establish 34 local model projects in which classroom and worksite training in private sector employment is provided to secondary-age handicapped students.

In a recent survey by the Center for the Study of Social Policy (1983) 65 percent of LEAs said they used EHA-B State grant program funds to develop collaborative arrangements with vocational education programs and vocational rehabilitation programs to serve secondary-age handicapped youth.

These examples illustrate another trend in financing services for secondary-age students: the use of shared funding among human service agencies. LEAs are beginning to realize that secondary-age programming, in contrast to many other areas of special education, does not necessarily entail significant new costs. Thus in a time of shrinking State and local budgets, SEAs and LEAs may be able to start or expand secondary programs without substantial new expenditures. By leveraging resources from other agencies (such as the Department of Vocational Rehabilitation and/or the Division of Vocational Education), States or districts can expand their vocational programs with only moderate new investments. For example:

- The Oklahoma Department of Education and the Division of Vocational Rehabilitation have developed a joint Cooperative School/Rehabilitation Work-Study Program to provide vocational training to 4,653 handicapped high school students in 60 high schools in the State. The program is based on a cooperative agreement among relevant agencies at the local level in which LEA funds are sometimes used as the 20 percent share required to match 80 percent of program costs from Federal Vocational Rehabilitation funds.

- The Special Education and Vocational Education Divisions within the Michigan Department of Education and the Department of Rehabilitation Services developed a model delivery system to improve access to and preparation for employment. Some 10,000 secondary-age handicapped students are served in 30 local programs.

Department Initiatives

Despite some progress, there is much to be done in programming for secondary-age handicapped students. Program changes as described here need to be expanded so they become the rule rather than the exception.

The Department plans to give highest priority to the improvement of programs and services that will help handicapped individuals make a successful transition from school to community. Under the discretionary programs authorized by Parts C through F of the EHA, the Department plans to:

- Develop and disseminate career development curriculum materials for handicapped students of all ages. This is a particular problem because many handicapped children participate in regular education programs that do not emphasize career development.

- Conduct research related to the accessibility of vocational education programs and other employment training options of the public schools. Too few handicapped students are now enrolled in vocational education programs.

- Conduct follow-up studies of students who leave public school programs to determine variables that enable and/or inhibit individuals who try to secure employment or continued programs and services.

- Support model demonstration activities to develop, identify, and disseminate successful practices that can be replicated in other school systems.

- Enhance communication between schools and potential employers to incorporate the expectations of employers in the educational process and enlist their support in helping students make the transition from school to work.

- Identify agencies having responsibility for providing programs and services to handicapped adults and formulate working agreements to coordinate transitional efforts.

Through such activities, the Department expects to play a major leadership role in improving transitional services for handicapped children and youth.

Services to Institutionalized and Previously Institutionalized Students

Another group of children who have traditionally been inadequately served includes those who are educated in an institution or who have recently left an institution.

State and local educational agencies are continuing their efforts to improve services to students residing in public and private institutions. Many of these institutions are operated by other State agencies, including departments of mental health, developmental disabilities and mental retardation, corrections, and children's services. At the same time, school districts are trying to improve services for students who have been moved out of institutions and enrolled in local district programs. These two groups of handicapped students pose special problems for administrators, because the development of more appropriate programs for them has often required altering long-standing patterns of service.

The following pages discuss current trends in deinstitutionalization, changes in policies for institutionalized and previously institutionalized children, use of Federal funds in supporting programs and carrying out policies, and current Department initiatives.

Deinstitutionalization: Trends in Service Delivery

The deinstitutionalization movement has grown since the early 1970s when various factors converged to force a reduction in unnecessary institutional care. Court rulings in a number of cases decreed that residents of State institutions, especially those for mentally retarded and mentally ill persons, were entitled to treatment, care, and education (for those under age 21) in small community facilities where they could live in more "normal" environments. These court actions were supported by a widespread professional consensus that institutional care was inappropriate, even inhumane, for many children who would be more appropriately served in their home communities.

Accordingly, enrollment in State institutions for children was dramatically reduced. Deinstitutionalization efforts occurred simultaneously in a number of children's service fields.

Local school districts and school administrators had to cope with the effects of all of these changes because public schools became responsible for the handicapped children who had previously lived in institutions.

As State and local educational agencies have become responsible for greater numbers of formerly institutionalized handicapped students and students still in institutions, they have adopted new policies to serve these children better. For students in institutions, SEAs and LEAs have tried to improve the quality of education provided in these facilities. SEAs have also tried to limit the number of students placed in institutions and have developed policies to bring students back to their local districts. LEAs have developed programs to help students who are brought back benefit from education programs located on regular campuses.

Changes in Policies Designed to Move Students out of Institutions and Serve Them in Their Local Districts

SEAs have adopted policies to reduce the number of students living in institutions. For example:

- Colorado has a law that allocates State funds to counties to develop community alternative programs that enable children placed out-of-home to return or remain in their home communities. As a result, students are more often served in their home communities, and the rate of increase in residential service costs in Colorado has declined from 21.5 percent in 1978-79 to only 7.9 percent in 1982-83.

SEAs have also devised policies to minimize the placement of handicapped students in State institutions or private residential facilities. For example:

- The Maryland Department of Education has established a process at the local, regional, and State levels whereby recommendations for residential placements are carefully considered by a committee composed of multiple human service agency staffs (known as Admissions, Review, and Dismissal Committees or ARDs). Committee members representing several community agencies must demonstrate that a sequence of alternatives to residential placements has been seriously considered before residential placements are recommended.

In both examples, the SEA sought practical mechanisms to reduce the number of students unnecessarily placed in institutions. Colorado gave counties a financial incentive to develop programs at the local level that could help students remain in their own community. Maryland is moving toward mandating the participation of other agencies in the ARD system to make it even more likely that residential placements will be used only as a last resort.

LEAs have also taken a number of steps to expand services for previously institutionalized students. Many school boards have developed strong commitments to bring back into the district severely handicapped students who previously lived in private facilities or State institutions.

- One local agency that illustrates a strong stance in this regard is the East Central Cooperative in Illinois where all 45 students formerly served in five private residential schools were moved back to the public schools, all on regular campuses. Despite opposition from parents, area private schools, and even some public school administrators, officials proceeded with their plan, which these same groups subsequently approved.

In rural areas, LEAs have found that consortia are an effective way to combine resources to create new public school programs for previously institutionalized students. For example:

- Eleven districts in north central Maine formed a regional cooperative to serve students in the public schools who formerly lived in private residential or State-operated facilities. By 1982-83, all but about eight students from these districts were moved to the regional public program.

- School districts in Tillamook County, Oregon, formed a consortium to develop new public school programs for handicapped children who had been in State training schools. The number of children placed out-of-district was reduced significantly.

Changes in Policies Regarding Institutionalized Students

At the State level, SEAs have taken various steps to strengthen the educational programs provided to students in State institutions. In Louisiana, for example, a special school district was formed to provide special education and related services to institutionalized handicapped children:

- The Louisiana legislature, pursuant to an SEA request, established Special School District Number One, which is responsible for ensuring that each handicapped child residing in a corrections facility or in a State institution for the mentally retarded or emotionally disturbed is provided with appropriate special education services. The Special School District provides a strategy for achieving adequate financing for education through a separate line item in the State budget and operates as any other district in the State, employing 600 principals, teachers, and aides.

Using another approach, the California State agency that operates an institution takes the lead in developing new educational programs, with support and technical assistance from the SEA:

- The California Youth Authority (CYA) and the California Department of Education entered into an agreement in which CYA accepted responsibility for providing appropriate educational services to handicapped youth in its institutions. As a result, CYA implemented procedural reforms and new programs designed to meet the unique needs of handicapped students in correctional facilities.

A third approach to improving service to students in institutions was taken by the Florida Department of Education, which decided to assign LEAs the responsibility for educational programs in institutions:

- The Florida SEA transferred responsibility for the education of mentally retarded and developmentally disabled children in State institutions from the State Department of Mental Health and Developmental Disabilities to local school districts. By making LEAs responsible for educating these students, the SEA assured that institutional students would have access to a range of services comparable to those provided to noninstitutional students.

Some LEAs have also made special efforts to improve the education of institutionalized students. For example:

- The Metropolitan Madison School District serves children who live at Central Wisconsin Center, a State institution for the mentally retarded. The school district first accepted children from the institution in the fall of 1979, when 20 children were enrolled. In the fall of 1980, the number of institutionalized children accepted into the public schools rose to 85. Now 102 Central Wisconsin children attend Madison Public Schools. The school system accepts the institution's most severely handicapped children, except those for whom institutional physicians have not given medical clearance.

- The Northville School District in Michigan has assumed responsibility for students living in the two public institutions located within its boundaries. The LEA devised its own curriculum and training program for these students and moves all but eight of the 325 students onto the campuses of regular schools during the day. The LEA also designed a Communication Enhancement Resource Center that provides specially programmed personal computers to nonvocal multiply-impaired students in institutions, allowing the students to direct their computers to talk and write for them.

Use of EHA-B State Grant Program and P.L. 89-313 Funds

Both EHA-B State grant program and P.L. 89-313 funds may be used to support children in institutions; however, the proportion of each source of funds used to support children in each of these programs is not known. Children who are the responsibility of the State and are served through State-operated or State-supported programs may receive funding under P.L. 89-313. In general, institutionalized children served through locally-operated or locally-supported programs may receive funding under EHA-B.

There is one exception to this pattern. As a result of a 1975 amendment to P.L. 89-313 (P.L. 93-380), program funds are permitted to "follow" a child who leaves a State-operated or State-supported program and enters a locally-operated or supported program; however, the current impact of this provision on "deinstitutionalization" or the placement of children in other than institutional environments is difficult to measure, since fewer and fewer children served under P.L. 89-313 are actually in institutions.

Since 1975, when the provision for the "following" of funds was enacted, the number of children supported in LEAs by P.L. 89-313 has steadily increased. The number grew from about 7,000 in 1975 to 49,601 in 1983. Table 6 shows the number of children supported by P.L. 89-313 in the past five years.

TABLE 6

Number of Children Served under P.L. 89-313
1979-1983

Fiscal Year of Use	Total Count	Number of Children in State-Operated or State-Supported Programs	Number of Children in LEA-Operated or LEA-Supported Programs
1978-1979	222,732	197,732	25,000
1979-1980	225,480	191,941	33,539
1980-1981	233,170	194,312	38,858
1981-1982	243,356	197,526	45,830
1982-1983	242,936	193,335	49,601

In addition, the States are permitted to use some of their funds under EHA-B, as amended by P.L. 94-142, for deinstitutionalization efforts. Under EHA-B, States may retain up to 25 percent of their grants for discretionary uses in areas of specific State need. Some States use part of this money to aid in the deinstitutionalization process.

One State has developed a program to give technical assistance and support to LEAs initiating services for severely handicapped students previously in institutions. Another State has a full-time consultant, paid out of EHA-B funds, whose duties include coordinating services for developmental day centers and community residential programs through on-site visits.

Department Initiatives

The Department is funding a variety of projects to help children move from institutions to community-based settings. Under the Severely Handicapped Program authorized by Section 624 of EHA-C, SEP is supporting programs such as Centers for Independent Living, Comprehensive State-Wide Delivery Systems, and Model Programs for Deinstitutionalization and Integration of Severely Handicapped Children into Public School Settings. These projects are functioning in a number of States, and though each has its own specific focus, the basic goal is the same -- to permit institutionalized and previously institutionalized handicapped children to participate as much as possible in the community and the regular education environment.

Personnel

A measure of the capacity of States to provide a free appropriate public education for all handicapped children is the number of personnel employed to serve these children. This section of the report provides information about the availability of personnel to provide all handicapped children a free appropriate public education. (Note that the latest personnel counts are for the school year 1981-82, while the latest child count information is for school year 1982-83. In this personnel section of the report, when comparisons are made between numbers of teachers and numbers of students, the child count information is from 1981-82 rather than 1982-83).

The total number of special education personnel appears to have increased slightly from 1980-81 to 1981-82; however, because of a change in the form that States use to report their personnel counts, an absolutely accurate comparison is not possible. The category for home-hospital teachers, of which 8,159 were counted in 1980-81 under Related Services Personnel, is no longer reported by the States. A random survey of several States indicated that these personnel are being reported under other categories or are not reported at all.

The change in the form also permits States to add a new type of teacher, the non-categorical teacher, in reporting the number of special education teachers employed. In 1981-82, States reported 16,177 non-categorical teachers. Uncertainty exists as to what categories these teachers were reported under in previous years, although some States indicated that their non-categorical teachers were formerly teachers of mild handicapping conditions (such as learning disabilities or mental retardation), or teachers of preschool children. Another change in the reporting form appears to have caused a decrease in numbers of teachers of the speech impaired and a concomitant increase in the number of speech pathologists.

Despite the change in form, comparisons from year to year are still possible. For special education teachers and related services personnel combined, the increase from school year 1980-81 to 1981-82 was about 1 percent (from 440,109 to 446,695). This increase would probably have been slightly greater if home-hospital teachers were still reported. The changes in the number of personnel available from 1976-77 to 1981-82 are shown in Appendix 3, Tables 3B1 and 3B2.

Special Education Teachers

The number of special education teachers increased slightly (from 232,627 to 235,386) between 1980-81 and 1981-82. Again, this number might have been somewhat larger but for the decrease in teachers of the speech impaired caused by the new reporting format. The total number of special education teachers has climbed steadily since 1976-77 when 179,804 teachers were employed. This trend reflects the steady increase in the number of handicapped children served as well as efforts of States and the Federal government to prepare trained personnel.

While the total number of special education teachers has increased, decreases have occurred in many of the categories of teachers. One reason for this is undoubtedly that most of the 16,177 non-categorical teachers were previously reported as teachers of a specific handicapping condition. This is most evident considering that the number of teachers of the learning disabled declined from 84,867 in 1980-81 to 83,673 in 1981-82. During this same period the number of learning disabled children increased by 159,330. The number of teachers of the learning disabled probably did not actually decrease, but many of them are now reported as non-categorical teachers.

Possibly a significant percentage of the 16,177 non-categorical teachers would have been reported as teachers of the learning disabled.

The number of teachers of the mentally retarded and emotionally disturbed decreased from 1980-81 to 1981-82. A decrease, though not one directly proportional, also appeared in the number of children reported as mentally retarded and emotionally disturbed during this period. A decrease in the number of teachers of the hard of hearing and deaf and visually impaired also corresponded to a decline in the number of children reported in these categories between 1980-81 and 1981-82. Teachers of the multihandicapped and orthopedically impaired, on the other hand, increased, as did the child counts for these categories.

An exception to the tendency of the teacher count to follow the child count was the other health impaired category. The number of teachers of the other health impaired increased from 3,168 to 3,518 as the number of such children declined from 98,653 to 80,171.

School Staff Other than Special Education Teachers

The number of school staff other than special education teachers (social workers, psychologists, etc.) has increased from 151,649 in 1976-77 to 213,900 in 1981-82. These numbers must be interpreted with caution, however, because of differences across States and across years in how full-time equivalents are calculated and reported for related services personnel. During the next year efforts will be made to work with States in improving the consistency of this data.

Department Initiatives

State estimates suggest that 280,000 special education teachers will be needed in the 1984-85 school year. This is an increase of 17,000 teachers over the 263,000 that were estimated as needed for the 1983-84 school year. The attrition rate of special education teachers is estimated at 6 percent. Thus, approximately 16,000 replacement teachers are needed each year in addition to the teachers needed to fill new positions.

The Department of Education will continue to focus attention and commit resources to personnel preparation efforts to ensure that trained personnel are available to meet the needs of our Nation's handicapped children. In addition, a major priority for the Department's personnel preparation effort will be to train teachers who are specialists in early intervention and services to infant and preschool handicapped children. Research such as that cited earlier shows that early intervention can be the most beneficial both for the child and for the long-term cost to society, yet the infant and preschool population continues to be underserved. As services to this segment of the handicapped population expand, quality personnel must be available to provide those services.

An Update on the Implementation of Key Provisions of the Act Assuring the Rights of Handicapped Children

Part B of the Education of the Handicapped Act (EHA-B) contains provisions that assure that the rights of handicapped children will be protected. These include the least restrictive environment provisions, Section 612(5)(B) (20 U.S.C. §1412(5)(B)); the procedural safeguard provisions, Section 615(a)-(e), (20 U.S.C. §1415(a)-(e)); and the protection in evaluation procedures, Section 612(5)(C) (20 U.S.C. §1412(5)(C)). Previous reports to Congress have detailed steady progress by State and local educational agencies in implementing procedures to comply with these provisions. Previous reports have also identified remaining issues in assuring the rights of handicapped children. This chapter provides a brief update on some of these issues.

Least Restrictive Environment

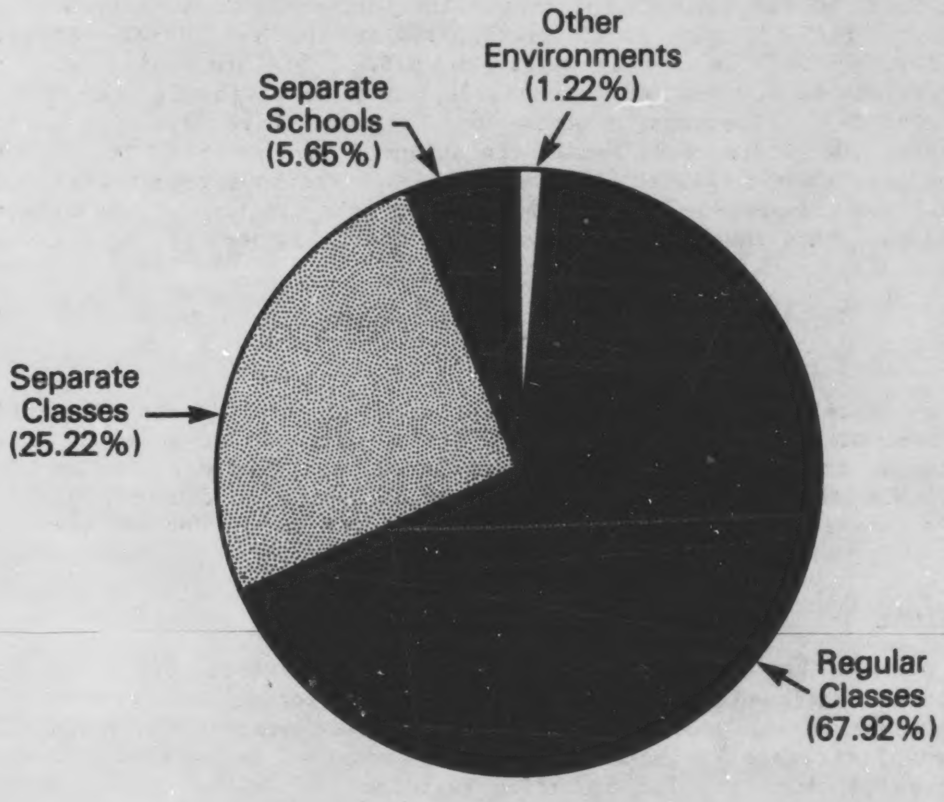
An assessment of the implementation of the least restrictive environment (LRE) provisions of the Act requires an examination of the settings in which handicapped children are served, the options available to children with various handicapping conditions, and the decisionmaking processes used to place children in appropriate settings.

Settings

During the school year 1981-82, large numbers of handicapped students continued to be served in less restrictive settings. Almost 68 percent of all handicapped children received most of their education in regular classes. Another 25 percent received services in separate classes within a regular education building (see Figure 5). Together, these settings accounted for 3,940,640 children who received special education services in proximity to nonhandicapped peers. Fewer than 7 percent of all handicapped children were educated in separate schools or other environments (e.g., homebound, hospitals, etc.). Furthermore, most handicapped children were educated in public rather than private settings (Appendix 3, Table 3C5).

Though the overall proportion of students served in various settings has remained relatively stable over the years, progress has been made within specific handicapping categories to serve children in less restrictive settings. Some groups of students, including the visually handicapped, emotionally disturbed, orthopedically impaired,

Figure 5 Percent of Handicapped Children Served (Ages 3-21) in Four Educational Environments, School Year 1981-82



and hard of hearing and deaf, showed a proportionate increase in the size of the population served in regular classes and a concomitant decrease in the proportion of those children served in separate classes, separate schools, or other environments between 1980-81 and 1981-82. For example, in 1980-81, 143,671 emotionally disturbed children were served in regular classes and 149,147 were served in separate classes. In 1981-82 the number of emotionally disturbed students served in regular classes increased to 146,738 individuals while the students served in separate classes decreased to 140,923 individuals. Similarly, the number of orthopedically impaired children in regular classes increased from 17,854 to 18,552 between 1980-81 and 1981-82 while those children in separate classes decreased in number from 22,323 to 19,078.

Thus, while the overall proportions indicate relatively little change among the four types of settings in which handicapped children receive educational services, gains are evident for individual categories of the handicapped population.

A longitudinal study recently completed by SRI International (1982) also indicates that changes have occurred in the settings in which handicapped children are served. In its final report SRI summarized the following trends it observed:

- There was an increase in the number of students served in resource rooms rather than in self-contained classes. In some instances this was brought about by State funding formulas that provided incentives for serving students in resource rooms.
- Several States developed the non-categorical placement option, particularly for mildly handicapped students. In many instances this allowed students to remain in their neighborhood schools rather than being placed in categorical placements in more distant locations.
- LEAs participating in the study were serving an increased number of severely handicapped students locally, sometimes because of deinstitutionalization activities in their communities.

Options Available

Although most handicapped students receive services in regular schools, the options and alternatives for delivering these services differ from school to school and district to district. The SRI study (1982) traced the development of options and alternatives by districts in their sample over a period of four years. They found considerable variation among LEAs in the options available for particular types of handicapped children. This was particularly true during the first year of the study, which was also the initial year of implementation of the Act. Some LEAs that year provided only self-contained classes for mildly and moderately mentally retarded children, resource rooms for learning disabled children, and itinerant speech teachers for children exhibiting communication problems. Other LEAs provided a variety of services and placement options, not only to the mildly handicapped but also to children who were deaf, blind, and severely and profoundly handicapped.

Over four years the SRI data showed a trend toward expanding the continuum of placement options within LEAs. This study found that more options tended to be available to the mildly handicapped, though some LEAs also expanded options for the more severely handicapped. The rate of expansion slowed during the final two years of the study.

LRE Decisionmaking

The quality and scope of the decisionmaking process are critical to the implementation of the LRE provisions of the Act. The SRI longitudinal study (1982) documented that during the early years of implementation of the Act placement decisions were frequently dictated by the location of particular services or by placement openings. In subsequent years, as the range of placement options expanded, SRI found more LEAs consciously considering the least restrictive environment provisions in making placement decisions. However, in a number of sites they found that constraints still linked closely the choice of program and setting to the handicapping condition.

Monitoring visits by SEP have also raised concerns that placement decisions are too often dictated by the student's handicapping condition. During the 1982-83 monitoring cycle, problems in the LRE area were identified in 40 percent of the States visited. Frequently the problems resulted from categorical placement patterns -- all students with a specific handicapping condition being served in a certain type of placement.

A recent study by the Center for the Study of Social Policy (1983) shows that some SEAs and LEAs are attempting to alleviate such problems by establishing placement and review procedures that emphasize and improve the quality of the placement decisionmaking process. For example:

- The Gwinnett County, Georgia, School District has developed explicit policies for placement of handicapped children. Its operations manual specifies the considerations that are required before placing any child. The district policies have been refined to ensure that they encourage placement in the least restrictive environment unless strong justifications can be given for more restrictive settings.

- The Connecticut Department of Education approves or disapproves all LEA requests for placing students in any out-of-district placement, including placements in State institutions or private schools. In reviewing such requests, the SEA checks to be sure that a range of options is tried at the district level.

- The Ohio SEA requires that when a child is placed in a separate educational facility the IEP must specify the needs that necessitate placement in such a facility. The following factors may not be used to justify such placements:

  - a classroom unit for multihandicapped children is not available;

  - needed related services are not currently available through the school district; and

  - the child meets the eligibility criteria for programs of the county board of mental retardation.

Such strategies are important because they not only assure that the least restrictive environment provisions are considered in making placement decisions, but also because they focus attention on alternatives and options that are needed but not available to educate children with certain handicapping conditions in less restrictive environments.

Procedural Safeguards

Previous reports to Congress took note of the provisions of EHA-B requiring LEAs to provide due process hearings, at the request of parents or the LEA, if parents and school officials disagree about a decision and cannot resolve the disagreement informally. These reports also documented an increasing number of due process hearings and escalating costs associated with these hearings. At the same time concerns have been expressed that parent-school relationships were becoming increasingly adversarial. To deal with this, many States have adopted mediation procedures or informal dispute settlement procedures to offset the need for due process hearings. This section examines these procedures.

Mediation is the process of bringing about a reconciliation between school personnel and parents before the due process hearing. The use of mediation as an intervening step before a formal hearing is not required by statute or regulation, but many States and LEAs have found this technique useful. In many cases mediation is a non-adversarial way to settle disputes that involve identification, evaluation, and placement.

A study examining the use of mediation in 38 States (NASDSE, 1983) found support for mediation in 87 percent of the States through rules and regulations (11 States) or by administrative direction (22 States). Where mediation was referenced in State rules or regulations, the requirements for initiating the process differed. For example, in one State mediation is required within 15 days of a request by either party, while in another State mediation is required within five days of a parental request. In other States, schools or State mediators must offer mediation, although parents may refuse the offer.

Where mediation was supported administratively, the nature of the support differed considerably among the States. A number of States used SEA staff to conduct mediation. Other States conducted workshops to train local staff in mediation techniques. Still other States offer written guidelines or include mediation as a suggested alternative in State plans or in descriptions of due process procedures. Five States reported that mediation was neither provided for in State rules or regulations nor supported administratively.

Although the NASDSE study shows a 7.2 percent decrease across States in the number of due process hearings between 1979-80 and 1981-82, it is unclear whether this decline is related to mediation procedures. Of 10 States reporting that mediation was provided for in rules or regulations, six indicated declines in the number of due process hearings that occurred in 1981-82 vis-a-vis school year 1979-80. One State reported an increase in the number of hearings for these two years, another reported no change, and two had no information to provide.

Of the 22 States supporting mediation through administrative mechanisms, nine reported a decrease in the number of hearings, eight reported that the number of hearings increased, four States reported no change, and one State had no information to provide.

Lastly, in States where mediation is not supported by rule, regulation, or administrative mechanism, three reported a decline in the number of hearings, one indicated an increase, one saw no change, and another State had no information to provide.

The relationship between mediation and due process hearings seems unclear. Although mediation may prevent some disagreements from reaching a hearing stage, available information does not suggest that this approach has been effective in all States.

Protection in Evaluation

Efforts to Prevent Erroneous Classification

As in past years, States are continuing to make progress in eliminating the misclassification of handicapped children. Previous reports have described some of the difficulties associated with erroneous classification and some of the reasons for such difficulties. During the past year, States have begun to examine how children are referred and identified. Particular attention has been directed to the identification of learning disabled students.

The dramatic increase in recent years in the number of children served under EHA-B as learning disabled has raised concerns that some of these children are being erroneously classified. Last year's report described some of the reasons cited by States for growth in the number of learning disabled children reported. Among these reasons were eligibility criteria that permit children with a wide range of learning problems to be classified as learning disabled and the inconsistent application of existing criteria within States. Also, the lack of general education alternatives for children who experience problems in the regular class, coupled with liberal eligibility criteria, had resulted in the placement of children with learning problems in learning disabilities programs in some States.

Concern over the continuing growth of the learning disabilities category has been particularly pronounced at the State level. A study sponsored by the Colorado Department of Education found substantial variability across its districts in the percentage of children served as learning disabled. In 1980, rates varied from 2.1 percent to 8.6 percent. It was estimated that slightly more than 50 percent of the Colorado children classified as learning disabled did not meet the State's legal definitions for learning disabilities or the definitions accepted in the professional literature. This study also found, however, that more than 80 percent of the learning disabilities population required special assistance not available in the regular classroom. Evidence such as this has led a number of States to examine the policies and procedures they use to identify, refer, and assess children who experience learning problems in the regular classroom. Although the National count of learning disabled children continues to rise, the rate of increase has dropped sharply over the last two years, in large part because of concerted State efforts. In fact, in the past year, nine States experienced an increase of less than 2 percent in the number of school age children served as learning disabled or the number remained stable. In another 10 States, the number of children reported as learning disabled actually decreased.

Recently the National Association of State Directors of Special Education (1983) asked the State directors in several States where the rate of increase in the learning disabilities count has slowed or the number has actually decreased over the last year to explain these changes. Some cited declining school enrollments as a factor, but most described concerted efforts undertaken by their agencies in recent years to prevent erroneous classification as the primary reason for changes in the size of their learning disabilities programs. The efforts described were of two types: activities to assure the consistent application of eligibility criteria for the learning disabilities category and efforts designed to strengthen the capacity of the general program to serve children who experience learning problems in the regular classroom.

Assuring the Consistent Application of Eligibility Criteria

Several States surveyed by NASDSE have undertaken activities to assure that definitions and criteria for the learning disabilities category are consistently applied in determining eligibility for services.

- Vermont, Iowa, and Colorado, which had found their State definitions and criteria ambiguous and lacking the precision necessary to assure their consistent application across districts, have clarified their eligibility criteria in the last three years. The clarification of eligibility criteria has reduced the heavy reliance on the clinical judgment of district personnel in determining eligibility for learning disabilities programs. Two other States surveyed are now clarifying their learning disabilities definitions and eligibility criteria.

- Closer monitoring of districts' use of State criteria is occurring in several States, including Georgia. In addition, on an informal basis this SEA is encouraging districts to centralize eligibility determinations at the district level -- yet another strategy to assure more consistent application of existing criteria.

Strengthening the Capacity of General Education

Some of the States responding to the NASDSE survey described recent activities they have undertaken in cooperation with general education to enhance the ability of the regular classroom teacher to (1) serve children with learning problems who do not qualify for special education, and (2) improve student identification, referral, and assessment practices.

- To help districts in meeting the needs of children with learning problems who would not meet the State's new eligibility standards for learning disabilities, the Colorado SEA has been conducting workshops for building principals on how to implement new instructional strategies within the general education program. The SEA has also encouraged school boards to commit local funds freed as a result of decreases in the size of their learning disabilities programs for the development of specialized services for children with learning problems.

- The Maryland SEA has been conducting training seminars with educators, focusing on issues, practical problems, and staff needs related to the instruction and assessment of four groups of children: the language delayed, slow learners, children with dyslexia, and the emotionally disturbed. The SEA reports that this initiative has resulted in more appropriate educational diagnoses of handicapped children and has also focused attention on effective strategies for meeting the needs of children with learning problems who do not qualify for special education services.

- In Minnesota, an SEA task force comprised of general and special educators and parents has been meeting regionally to develop policies and recommend procedures for preventing the erroneous classification of handicapped children. According to the SEA, this task force has been highly visible statewide and its efforts, although still in progress, have resulted in widespread district review of local identification, referral, and assessment practices and of how the general education program can be structured to accommodate the needs of children with learning problems in the regular classroom.

Department Initiatives

The information presented in this chapter suggests that SEAs and LEAs continue to implement procedures to assure that the rights of handicapped children are protected. At the same time, the least restrictive environment provisions of the Act, in particular, continue to challenge SEA and LEA administrators. Related to LRE is a particular need for SEAs and LEAs to develop standards to be used as the basis for placement decisionmaking. Such standards should include very specific criteria for determining when placements away from the regular class or regular school building are necessitated by the child's individual educational needs. During the next year, SEP will encourage SEAs and LEAs to develop such standards. Where appropriate, SEP will also provide relevant technical assistance.

Assisting States and Localities in Educating All Handicapped Children

One major goal of the EHA-B State grant program is to help States and localities provide for the education of all handicapped children. This assistance is provided in various ways. One is through the financial assistance to State and local educational agencies authorized by the Act. Another, mandated by Section 617, is technical assistance activities provided to State educational agencies to help them implement the Act. Through the program review process, States are assisted in identifying problems or inconsistencies in implementing the Act and providing educational and related services to all handicapped children. This chapter describes each of these types of Federal assistance.

Funds for Serving All Handicapped Children

The legislative mandate for an annual report to Congress on the progress in implementing the Education of the Handicapped Act requires that financial information be included to indicate the Federal, State, and local expenditures in each State specifically available for special education and related services. This section will provide information regarding the amount and use of Federal funds as well as information regarding State and local expenditures.

Use of EHA-B State Grant Program Funds by the States

Information is readily available from the Department of Education with respect to the appropriations under the EHA-B State grant program, the distribution of these funds among the SEAs, and increases in amounts available per handicapped child since the enactment of the law. These data, combined with proposals for use of funds as described in State Plans submitted to receive funding under the EHA-B State grant program, present a picture of the varied uses that States make of these monies.

Overall, the funding has increased from fiscal year 1977, when $200,000,000 was available for formula distribution to the States and Territories, to $1,017,900,000 for fiscal year 1984. The average per-child amount has increased from $72 in FY 1978 to $251 in FY 1984. This per-child average is not a per-capita expenditure, but represents the distribution formula on which the allocation to the States is based. A table showing State grant program awards under EHA-B for fiscal years 1977-1984 is contained in Appendix 3, Table 3E1.

EHA-B requires that at least 75 percent of the EHA-B State grant program funds to States flow through to LEAs and intermediate education units to support the education of handicapped students (20 U.S.C. §1411(C)(1)(B)). The local educational agencies expend these funds to assure provision of an appropriate education and related services to district handicapped children determined to be in need of and eligible for such services in a manner that does not supplant State and local expenditures.

Twenty-five percent of EHA-B State grant program monies can be used by the State educational agencies. SEAs may use up to one-fifth of this amount, or $300,000, whichever is greater, to pay costs of administration (20 U.S.C. §1411(c)(2)(A)(i)). Review of the 1984-86 triennial State Plans suggests that SEAs currently use most of their administrative dollars to support personnel positions needed to implement the law. A total of 829 full-time equivalent (FTE) professional personnel are employed by the States using EHA-B State grant program funds. The number of FTE professional personnel employed in the States using EHA-B State grant program funds ranges from a high of 71 in a populous State to a low of three in a State with a smaller population of handicapped children and fewer EHA-B State grant program dollars.

Positions held by these professional staff members include a wide variety of specialized educational consultants in all areas of handicapping conditions: curriculum and training specialists; media and technology experts; parent and volunteer coordinators; persons with expertise in data analysis and information systems, planning, research, and evaluation; auditors, accountants, and budget and finance officers; coordinators of interagency liaison services for the handicapped; Federal project coordinators; and special education administrators. A number of clerical and other support positions are also funded by EHA-B State grant program administrative dollars. The States may also use administrative funds to support other activities, such as recruiting and training of hearing officers, compliance monitoring, and development of management procedures. Some administrative resources also support State advisory panels that help SEAs identify unmet needs, develop policies and procedures for distribution of EHA-B State grant program funds, and design evaluation and information systems.

The remaining 20 percent of the discretionary dollars under the EHA-B State grant program are used by the SEAs and LEAs to support various programs and exemplary projects determined to be most needed.

Examination of State Plans shows that EHA-B State grant program funds support much of the inservice training of teachers, other professionals, parents, surrogate parents, and hearing officers; model programs for hard-to-reach and underserved populations (such as career and transition services for postsecondary-age youth); seed money to encourage development of services to particular populations (such as preschool programs for children below the age at which programs are mandated in the particular State); and summer programs and direct service to low-incidence populations (such as the deaf-blind). States are also using EHA-B State grant program funds extensively to strengthen the evaluation capability of SEAs and for child find, assessment, and information systems. The provision of resource and service centers as well as materials development and technical assistance are commonly supported by EHA-B State grant program funds. Some States sponsor competitions in which they solicit proposals that address topics identified by the SEA as reflecting special education needs or having statewide implications for improving special education programs and their administration.

The following is a sampling of special purpose activities carried out by States using EHA-B State grant program discretionary monies:

- One State found that physical and occupational therapists were seldom located near the children who needed their services. Consequently, there was no one bridging the gap between the specialized knowledge of the physical and occupational therapy professional and the every day practical application of some of the professional's skill which should be known to the persons who were involved with the daily routines of the handicapped child, as for example persons who lift and transport disabled children and their equipment. This led to several years of effort that started with talking to parents, teachers, bus drivers, and kitchen workers, etc., to determine the needs of the students; communication with the State's physical and occupational therapists and coordination with the training institutions that produce these specialists to arrange for a continuing supply of services; and finally, workshops for school personnel, bus drivers, special education teachers, and parents in the use of adaptive equipment and aspects of physical and occupational therapy services. As a result of this project, an estimated 12,000 children will benefit from services they might not otherwise have received.

- One State uses EHA-B discretionary monies to produce films for TV commercials and brochures to create statewide awareness of services for handicapped children. It operates a toll-free hot line for referrals and complaints.

- Parent information services are emphasized in a State that arranges extensive training throughout the State to inform parents of their rights and responsibilities and help them perform their role in placement and individualized education program (IEP) meetings. The State provides information about due process hearings and gives directional services to parents for programs and services about which they might not otherwise know. The State also provides extensive training for surrogate parents.

- In a State without mandated services for very young handicapped children, home intervention services are provided using EHA-B funds to serve children from birth to age four.

Other examples of the use of EHA-B monies to support services at the preschool, secondary, and postsecondary levels are cited in the first chapter of this report.

Studies of Federal, State, and Local Expenditures for Special Education and Related Services

The description of expenditures associated with education is always difficult. This is due to many factors including (1) varying sources of funding, (2) existence of equalization strategies, (3) differences in the formulae or bases on which costs are allocated within the States, (4) the absence of standard cost reporting procedures, and (5) difficult to calculate costs, e.g., determining the value of volunteered services or prorating a share of the cost of the physical plant.

For example, local and intermediate units often use a combination of local, State, and Federal revenues to finance related services for handicapped children and youth. There is only very limited information available, however, on the nature and extent of various sources of funding. A recent study supported by SEP queried 100 selected school districts and intermediate units to identify the sources of Federal funding they have used to provide related services for handicapped children (Center for the Study of Social Policy, 1983).

Table 7 shows the percentage of queried school districts and intermediate educational units that used various Federal funding sources to pay for related services.

Because of the complexity of obtaining finance data, the legislative language of Section 618 states that expenditure information may be based on a sampling of data available from State agencies, including the SEA and local educational agencies.

Two approaches can be used. One approach is to build costs from the bottom up -- that is, to collect detailed district-level data and to document the resources that comprise each data item. State and National costs are then estimated from these district data. Past studies reported in the annual reports to Congress have used this approach (Rossmiller, et al., 1970; Kakalik, et al., 1981). The first of these studies, the National Education Finance Project (Rossmiller, et al., 1970) examined the costs of special education programs relative to regular education in school districts in five States. When all handicapping conditions were aggregated, an average composite index of slightly over two was obtained, indicating that programs for the handicapped were about twice as costly as regular education programs. Other studies using the NEFP methodology have tended to support its relative cost findings (Marinelli, 1976).

After EHA-B was amended by P.L. 94-142, SEP supported another multi-year study of the cost of special education and related services. This study carried out by the Rand Corporation (Kakalik, et al., 1981) presented the estimated costs of these services based on National averages of salaries and other prices so that service levels and programs could be compared consistently across districts. The study found that the estimated cost of special education and related services per handicapped child served in 1977-78 was 2.17 times greater than the cost of regular education for a nonhandicapped child.

A second approach to obtaining cost data is to build from the top down -- that is, to focus on State-level data and to document how States collect data from their districts. Since education is a State function, the State exerts considerable influence on what district cost data are collected and how costs are reported by districts. Using this approach in 1983, SEP initiated the first of a series of small and detailed analyses of State and local financing of special education for the Annual Report to Congress. The first of these inquiries was conducted by Decision Resources (1983) and examined per-pupil expenditure data in a small group of States, most of which use an excess-cost funding formula. The study included detailed analysis by handicapping condition, type of placement, and funding source for costs of special education, as well as information on expenditures for related services and costs paid by noneducational agencies.

Table 7

Percentage of Surveyed School Districts and Intermediate Units (IUs) Using Various Federal Funding Sources to Provide Related Services

Funding Source	All Districts and Intermediate Units (N=100)	Districts and IUs with Fewer Than 10,000 Students (N=62)	Districts and IUs with 10,000 or More Students (N=38)
1. Title XIX: Medicaid			
a. Early and Periodic Screening, Diagnosis, and Treatment program (EPSDT)	20%	16%	26%
b. Other Medicaid Services	29%	21%	34%
2. Crippled Children's Program	57%	53%	63%
3. Other Health or Public Health Funds (for example, Maternal and Child Health Funds)	27%	31%	21%
4. Mental Health Service Funds	44%	41%	50%
5. Mental Retardation/ Developmental Disability Program	40%	35%	47%
6. Title XX, Social Services	26%	25%	29%
7. Vocational Rehabilitation Program	62%	54%	76%
8. CETA	47%	41%	58%
9. Other	15%	14%	8%

The study departed from other recent studies in its use of a case study approach, and its emphasis on actual expenditure data. The degree to which information was available is indicated in Appendix 4, Background and Methodology: The Costs of Special Education and Related Services.

The excess-cost model establishes the costs for special education that are over and above the normal costs of educating a nonhandicapped child. About 20 percent of the States use an excess-cost formula for reimbursement of local districts (Project Forum, 1982). Because 1981-82 data were unavailable from several excess-cost States when this report was prepared, one State that uses a so-called "resource-based" formula for reimbursement was also included. (This State's formula is based on time sheets which are maintained for every handicapped student and every staff member who provides services to handicapped students, including regular education personnel.) Data are presented here for four geographically diverse States. These States were selected to illustrate various features concerning costs of special education and related services and because of the completeness of their data. The data presented should not be used for generalization to other States.

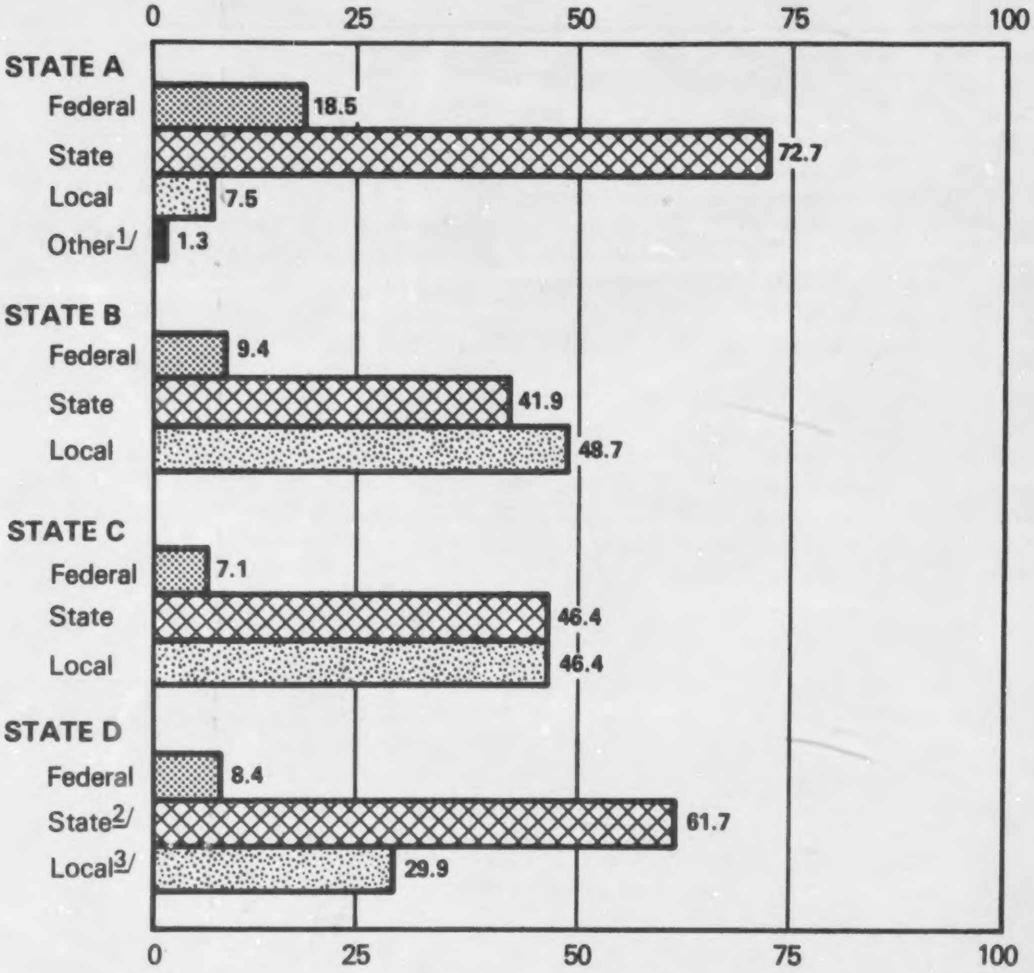
Marked differences exist in the percentages of total funding for special education and related services that come from Federal, State, and local sources. This is displayed graphically in Figure 6, titled Federal, State, and Local Shares of the Costs of Special Education and Related Services in Four Selected States.

State A

State A, located in the southeastern part of the country, provides a high proportion of State aid for all education programs. This State was selected because the available cost data were explicitly detailed for each line item, showing the various sources of funding. This is presented in Table 8. In 1979, State A developed a new formula for State funding of special education. It was to be based on a child count, but some LEAs would have lost money under this system. Hence, a three-year hold harmless provision for the years 1980-83 was adopted, and it has been extended for a fourth year. Now 80 to 90 percent of the State allocation for special education comes under the hold harmless provision that contains cost-of-living adjustments. The remainder of the State allocation is based on child counts. For 1984-85, 50 percent of the State allocation is supposed to be based on child counts; for 1985-86, child counts are to be used exclusively.

Analysis of expenditure data. Special education expenditures for 1981-82 are shown in 30 line items; total expenditures for each line item show the percentage contributed by each funding source. (See Table 8.) One major cost item not presented on the table is special

Figure 6 Federal, State, and Local Shares of the Costs of Special Education and Related Services in Four Selected States



1/— Expenditures of the Department of Human Resources for services provided directly to school districts

2/— Includes direct State appropriations for handicapped education (32.3%) and *an estimate* of money from the General Fund used for special education (29.4%)

3/— An estimate

Table 8

Percentage of Line-Item Expenditures by Funding Source in State A
1981-82

	State[a]	VI-B and Incentive	Other Federal	Local[a]	Other	Total Expenditures	% of Total Expenditures
Teachers	80.8	12.7	0.7	4.6	1.1	$97,538,662	61.3
Aides	49.7	34.2	2.9	11.4	1.7	10,634,620	6.7
Directors	81.0	7.6	1.4	9.2	0.7	3,525,127	2.2
Psychologists	48.3	25.2	1.4	23.8	1.3	4,643,089	2.9
Clerical	61.8	14.8	2.6	19.1	1.7	1,234,836	.8
Physical Therapists	9.3	72.8	9.8	7.8	0.2	703,702	.4
Occupational Therapists	3.7	64.8	13.5	18.1	0.0	450,040	.3
Audiologists	19.9	73.5	0.0	1.4	5.1	380,293	.2
Social Workers	9.7	29.3	6.4	54.5	0.01	1,096,496	.7
Nurses	38.3	31.6	17.4	12.7	0.07	132,885	.08
Adaptive Physical Ed	9.3	56.8	0.0	33.9	0.0	130,846	.08
Adaptive Vocational Ed	58.9	0.1	8.0	33.0	0.0	203,381	.1
Work-Study Coordinators	88.6	0.0	0.0	11.4	0.0	71,189	.04
Bus Monitors	68.5	11.5	0.0	15.4	4.6	413,480	.3
Other Salaries	60.8	22.8	0.4	15.6	0.4	1,266,527	.8
Fringe Benefits	75.1	17.2	0.9	5.6	1.1	23,803,489	15.0
Substitute Pay/Fringes	80.7	15.5	0.8	1.9	1.2	1,064,108	.7
Travel	22.5	37.0	2.1	36.2	2.3	796,768	.5
Staff Development	71.0	20.1	1.6	5.7	1.5	563,512	.4
Supplies/Material	45.9	25.4	5.4	21.7	1.7	2,452,218	1.5
Equipment	39.7	27.2	2.4	28.1	2.8	479,114	.3
Developmental Day Centers	70.9	1.1	0.7	23.3	4.0	1,974,534	1.2
Community Residential Schools	15.9	2.3	0.0	64.0	17.7	31,373	.02
Voc Ed Handicap PT-B Match	52.4	0.0	0.0	38.4	9.3	330,578	.2
Out-of-LEA Placement	60.9	34.3	0.6	4.0	0.1	760,386	.5
Diagnostic Contracts	50.0	35.6	2.6	10.7	1.1	1,380,191	.9
Educational Contracts	31.2	54.1	4.1	6.9	3.7	1,426,362	.9
Audits	0.0	90.2	2.9	5.6	1.2	40,942	.03
Indirect Costs	0.0	95.6	3.1	0.0	1.2	393,006	.2
Other Costs	24.2	57.9	0.6	13.4	3.8	1,166,568	.7
Totals	72.7	17.4	1.2	7.5	1.3	$159,088,322	99.95[b]

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[a] These columns include expenditures for the gifted and talented.

[b] Rounding error.

education transportation. Also, most expenditures for special education and related services provided by noneducational State agencies are not included in Table 8.

Table 8 includes expenditures for gifted and talented programs, which are funded with State and local monies. Expenditures for the gifted and talented, who are one-third of the exceptional child population in State A, cannot be factored out of these expenditure data because they are not accounted for separately and are not distributed proportionately across all cost items.

About three-fifths (61.3 percent) of all special education expenditures in State A are used for teacher salaries. Salaries for all other personnel represent 15.7 percent of expenditures; fringe benefits, 15 percent; and substitute pay and fringe benefits, 0.7 percent. Salaries, fringe benefits, and substitutes thus account for 92.7 percent of all special education expenditures.

Salaries of teachers, directors of special education, clerical staff, work-study coordinators, substitutes, and bus monitors, as well as the costs of fringe benefits, substitutes, staff development, developmental day centers, and out-of-LEA placements are supported primarily with State monies. The major source of funding for related service personnel, audits, and indirect services is EHA-B funds. Community residential schools are paid primarily with local monies. A mixture of funding sources is used to support aides, psychologists, travel for itinerant teachers, supplies, materials, and equipment.

State B

In State B, located along the eastern seaboard, the local share of the cost of all education programs is more than 50 percent and the State share is about 40 percent. This State was selected because it has data that show expenditures by restrictiveness of placement. This is illustrated in Table 9. The special education funding formula is now under review. The current formula is based on the total number of all students in the school system with adjustments for wealth and financial contribution to special education before initiation of the formula. The formula was devised to provide 70 percent State reimbursement and 30 percent local support. However, there has been no increase in State educational aid since 1980, so the local share has increased to make up the difference.

Analysis of expenditure data. Expenditures for 1981-82 in State B are shown by levels of special education services, ranging from consultative services (Level I) to residential placements (Level VI). (See Table 9.) These levels describe the restrictiveness of special education placement. Each level has been defined in terms of (1) the

Table 9

Students and Expenditures[a] by Level in State B
1981-82

Level	Number of Students[b]	Percent of All Handicapped Students	Expenditures[c]	Percent of All Expenditures
I	4,015	4.2	$ 6,010,365	3.9
II	33,186	34.9	18,012,578	11.6
III	22,907	24.1	29,876,188	19.3
IV	20,885	22.0	38,329,352	24.8
V	11,643	12.2	45,948,115	29.7
VI	1,717	1.8	13,211,577	8.5
Home and Hospital	778	0.8	3,293,889	2.1
Total	95,131	100.0	$154,682,064	99.9[d]

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a/ Includes salaries, contracted services, equipment, supplies, and materials; excludes expenditures for local special education administration, personnel development, substitutes' wages, and indirect costs, which total $77,779,621. Includes Federal, State, and local revenues. Since expenditures are charged to levels based on teacher assignment and not on caseload, per pupil costs cannot be calculated.

b/ Students in Levels I through IV may receive services in more than one level, but they are counted in only the most restrictive placement. Student data include 1,595 handicapped children served in State-operated and State-supported programs for which expenditure data are not included.

c/ For Levels I through IV, teacher salaries are recorded in the level of the teacher's major assignment, although the teacher may provide services to students in more restrictive placements.

d/ Rounding error.

amount of time each week students receive the services, and (2) the location of the services. Case load or class size limits have been established for each level. For Levels V and VI, placements may occur in State-operated, nonpublic, or local public programs.

As the level increases for Levels I through V, indicating that the placement is more restrictive, the percentage of the total special education expenditures for each level increases. (See Table 9.) For example, 3.9 percent of all special education expenditures go for Level I; this increases to 29.7 percent for Level V. The greater cost of the more restrictive placements becomes apparent when the percentage of students placed in the various levels is compared to the percentage of total special education expenditures reflected by each level. For example, Level II represents 34.9 percent of all handicapped students in the State, but only 11.6 percent of all special education expenditures are used for these students. Levels I through IV combined include 85.2 percent of the handicapped students but only 59.6 percent of the expenditures.

Students in special schools or in specially-equipped wings, Level V, are 12.2 percent of the handicapped population but reflect 29.7 percent of the expenditures. Students in residential placements, Level VI, represent 1.8 percent of the handicapped population but account for 8.5 percent of the expenditures. Expenditure data for Levels V and VI do not include State expenditures for educating handicapped students in State-operated programs. Students in State-operated programs are 5 percent of the Level V students and 59 percent of the Level VI students. Thus, particularly for Level VI, the values listed as total expenditures and the percentage of all expenditures are much lower than the actual expenditures for these students.

More than one-fourth of the expenditures for special education are contained in indirect costs, which are estimated. This approach has been used as an alternative to the costly and time-consuming task of collecting special education expenditure data for indirect-cost items.

State C

In State C, a midwestern State, expenditures are split 50-50 by the State and localities after EHA-B money has been deducted from the total expenditures for special education. This State was selected because data for the various handicapping conditions show the Federal, State, and local contributions and provide details of support services and instructional costs. By law, the State legislature must reimburse LEAs 50 percent of what they actually spend. The State distributes money for special education first, then money for general education is distributed.

Analysis of expenditure data. In State C, State and local expenditures for 1981-82 are shown for six kinds of programs, 11 support services, and three types of out-of-district placement. (See Table 10.) However, expenditures of Federal money have been itemized for only five instructional programs and a total for support and non-programmed services. Thus a complete analysis of the data is not possible. A small portion of the expenditures for psychological services, improvement of instruction, and other administration is used to support programs for the gifted; this portion could not be factored out of the totals because no separate accounting is maintained for support services for the gifted.

Data from State C do not include expenditures for special education and related services provided by the Board of Charities and Corrections, which delivers services to the severely and profoundly handicapped; by the Board of Regents, which maintains the State schools for the visually and hearing impaired; or by the Departments of Social Services and Health, which provide support and evaluation services.

About half of all the funds for special education in State C are used for LEA instructional programs; the other half are used for support services and out-of-district placements. The Federal share of the cost of special education in State C is 7.1 percent; State and local shares are each 46.4 percent.

Per-pupil expenditures for several instructional programs (not including support services), which can be calculated from the data presented in Table 10, are as follows: mentally retarded, $1,675.77; emotionally disturbed, $701.07; learning disabilities, $1,159.48; all handicapped students, $996.44. Per-pupil expenditures for "Other Special Programs" could not be calculated because the speech impaired have been included in the student counts for this category.

State D

State D, located in the West, has a unit-reimbursement special education funding formula. This State was selected because data are available to show for each handicapping condition the proportion of expenditure for various expenditure categories such as teachers, aides, and support and other services, as well as comparisons across categories of the per-student costs. Most items are reimbursed by the State at an 80 percent rate. If the State legislature does not appropriate sufficient money to fund fully the State portion of the expenditures for special education, all reimbursements are prorated. For the 1981-82 school year, the State appropriated 51.7 percent of its share of the expenditures. Recently, the State has established a cap on the total number of district FTE staff members that can be approved for reimbursement; the cap for each LEA is determined by a formula

Table 10

Students and Expenditures by Function and by Funding Source in State C
1981-82

	Students	Federal	State	Local	Total	Percentage of Total Expenditures
Total Instruction	11,148	$820,635	$5,143,834	$5,143,834	$11,108,303	53.6
Mentally Retarded	1,789	139,077	1,429,441	1,429,441	2,997,959	14.5
Physically Handicapped[b]	17	48,958	223,024	223,024	495,006	2.4
Emotionally Disturbed	298	15,024	96,948	96,948	208,920	1.0
Learning Disabilities	3,054	231,302	1,654,870	1,654,870	3,541,042	17.1
Other Special Programs	5,990[a]	386,274	1,722,813	1,722,813	3,831,900	18.5
Contract Outside State			16,738	16,738	33,476	0.2
Total Support and Non-Programmed Services		657,358	4,481,828	4,481,828	9,621,014	46.4
Total Support Services			2,282,444	2,282,444		
Attendance, Health			49,365	49,365		
Guidance			6,543	6,543		
Psychological and Speech[c]			615,166	615,166		
Improvement of Instruction[c]			88,214	88,214		
Principals			66,661	66,661		
Other Administration[c]			207,191	207,191		
Fiscal			8,521	8,521		
Operation and Maintenance			131,452	131,452		
Pupil Transportation			388,458	388,458		
Cooperative Special Education Unit			650,977	650,977		
Other Support			69,896	69,896		
Total Non-Programmed Services			2,199,384	2,199,384		
Within the State			138,530	138,530		
Outside the State			30,429	30,429		
Other Educational Units			2,030,425	2,030,425		
Debt Service		252	252		504	0.01
Extra Curricular		28	28		56	0.01
Total	11,148	$1,477,993	$9,625,942	$9,625,942	$20,729,877	100.0

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[a] Includes students who are speech impaired, but expenditures for the speech impaired are listed under Psychological and Speech.

[b] The majority of the physically handicapped are classified under "Other Special Programs" because they are multiply handicapped.

[c] Includes expenditures for the gifted.

based on the student-staff ratio with adjustments for the amount of student turnover, the number of out-of-LEA placements, and sparsity-density factors.

Analysis of expenditure data. All direct special education expenditures for 1981-82 in State D are itemized by handicapping condition; total expenditures for each handicapping condition are shown in Table 11 by the percentage spent on six types of services. Total direct special education expenditures for each handicapping condition were used to calculate per-student direct special education costs, which are shown in Table 12.

In State D, special education expenditure data are based on time sheets maintained for every handicapped student and every staff member who provides services to handicapped students. These time sheets contain data on services to handicapped students in the regular education program, and the costs of these services are calculated. The direct special education expenditures plus the expenditures for educating students in the regular education program are used to calculate the per-student attributable cost as shown in Table 12. The table also shows per-student excess cost by handicapping condition.

The data for State D do not include expenditures for special education and related services provided by other State agencies and nonpublic programs. Also, SEA expenditures for the administration of special education are not represented.

When all handicapping conditions are combined, about 65 percent of all expenditures are used for teacher and aide salaries and benefits. The remaining 35 percent of special education expenditures are used for support and other services.

For the areas of educable mental retardation, perceptual/communicative difficulties, hearing handicapped, visually handicapped, and speech/language problems, more than half of all expenditures are for teachers of the primary disability. For multihandicapped students the largest cost item is indirect support services. About one-third of the expenditures for the trainable mentally retarded, students with emotional/behavioral problems, and the physically handicapped are used for teachers of the primary disability, and another one-third for indirect support services. (Note: All of these terms for handicapping conditions are categories used by State D. The category perceptual/communicative difficulties includes learning disabilities.)

When total direct special education expenditures for each handicapping condition (Table 11) are compared to the total number of students for each handicapping condition (Table 13), it is evident that the most money is spent on perceptual/communicative problems (37.2

Table 11

Percentage of Expenditures by Handicapping Condition and by
Type of Service in State D
1981-82

	Teachers of Primary Disability	Other Teachers	Aides	Support Services	Indirect Support Services	Other Services	Total Direct Special Education Expenditures	Percentage of All Direct Expenditures
Trainable Mentally Retarded[a/]	32.7	7.0	11.9	7.2	29.5	11.6	$6,788,160	5.5
Educable Mentally Retarded	62.4	6.7	4.2	3.9	16.0	6.7	14,006,437	11.4
Emotional/Behavioral	32.2	8.4	5.6	8.4	34.1	11.4	28,911,219	23.6
Perceptual/Communicative[b/]	68.3	6.1	2.5	3.4	13.7	6.1	45,512,591	37.2
Hearing Handicapped	58.8	7.1	12.1	3.2	13.0	5.9	4,186,231	3.4
Visually Handicapped	66.3	5.8	4.7	3.4	13.8	6.1	1,215,434	1.0
Physically Handicapped[c/]	29.9	5.8	9.1	8.3	33.9	13.0	4,177,966	3.4
Speech/Language	79.8	5.1	1.4	1.8	7.5	4.4	9,246,061	7.6
Multiply Handicapped	20.0	11.0	9.4	9.0	36.5	14.1	8,378,970	6.8
Totals	53.0	7.0	4.9	5.2	21.4	8.4	$122,423,069	99.9[d/]

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a/ Term used by State D.
b/ Includes children with learning disabilities.
c/ Includes other health impaired.
d/ Rounding error.

Notes: Teachers of Primary Disability refers to teachers whose primary role is to teach students who have the handicapping condition listed in the first column. For example, for trainable mentally retarded (TMR) students, the teachers of primary disability are TMR teachers. Both salaries and benefits are reflected in this category.

Other Teachers are all other teachers who provide services to each particular group of handicapped students. For TMR students this category includes teachers who specialize in the areas of educable mental retardation, emotional/behavioral problems, perceptual/communicative difficulties, hearing, speech/language, and the multiply handicapped. Both salaries and benefits are reflected in this category.

Support Services refers to direct work with handicapped students by nurses, occupational therapists, physical therapists, psychologists, social workers, and audiologists.

Indirect Support Services includes assessing, staffing, consulting, planning, traveling, supervising, and administering by all support staff members.

Other Services are supplies, equipment, transportation, and other purchased services.

Table 12

Per Student Direct Special Education Cost, Per Student Attributable Cost, and Per Student Excess Cost in State D 1981-82

	Per Student Direct Special Education Cost	Per Student Attributable Cost	Per Student Excess Cost
Trainable Mentally Retarded[a]	$7,161	$7,602	$5,093
Educable Mentally Retarded	3,366	4,253	1,744
Emotional/Behavioral	2,979	4,794	2,285
Perceptual/Communicative[b]	1,792	3,825	1,316
Hearing Handicapped	4,449	5,985	3,476
Visually Handicapped	4,265	6,352	3,843
Physically Handicapped[c]	4,764	6,552	4,043
Speech/Language	925	3,319	810
Multiply Handicapped	6,561	7,609	5,100

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a/ Term used by State D.
b/ Includes children with learning disabilities.
c/ Includes other health impaired.

Notes: Per Student Direct Special Education Cost has been calculated by dividing the total direct special education expenditures for each handicapping condition (Table 11, 7th column) by the total number of students with that handicap. It includes all expenditure items listed in Table 11: teacher of primary disability, other teachers, aides, support services, indirect support services, and other services.

Per Student Attributable Cost is the Per Student Direct Special Education Cost plus the per pupil cost of educating the handicapped students in the regular education program, hence it is the total per pupil cost of educating the handicapped students.

Per Student Excess Cost is the Per Student Attributable Cost minus the average per student cost of educating a nonhandicapped student ($2,509).

Table 13

Table 13

Percentage of Students Served by Delivery System in State D
1981-82

	Consultant Services	Itinerant Services	Resource Room	Self-Contained Special Class	Work-Study Programs	Home-Hospital Services	Total Number of Students	Percentage of All Handi-capped Students
Trainable Mentally Retarded[a/]	0.1	2.1	3.6	90.2	3.6	0.4	948	1.8
Educable Mentally Retarded	0.4	1.6	33.4	49.4	15.0	0.1	4,161	7.8
Emotional/Behavioral	5.1	21.4	37.1	33.6	0.7	2.1	9,705	18.1
Perceptual/Communicative[b/]	5.4	8.4	79.5	5.6	1.0	0.02	25,396	47.4
Hearing Handicapped	6.6	35.1	28.2	29.8	0.3	0.1	941	1.8
Visually Handicapped	15.4	54.7	25.6	3.2	0.4	0.7	285	0.5
Physically Handicapped[c/]	7.4	25.8	16.2	24.4	2.5	23.7	877	1.6
Speech/Language	3.7	77.5	15.6	3.2	0.02	0.02	9,997	18.7
Multiply Handicapped	1.3	8.7	17.0	69.1	3.3	0.6	1,277	2.3
Totals	4.6	24.0	51.2	17.3	2.0	0.8	53,587	100.0

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a/ Term used by State D.
b/ Includes children with learning disabilities.
c/ Includes other health impaired.

percent of all expenditures), but this category includes almost one-half (47 percent) of all handicapped students in the State. Students with speech and language problems represent 18.7 percent of all handicapped students but only 7.6 percent of all direct special education expenditures. Students with emotional/behavioral problems represent 18.1 percent of all handicapped students, and 23.6 percent of all direct special education expenditures are used for them. The six remaining handicapping conditions represent only 15.8 percent of all handicapped students but almost one-third of all expenditures are allocated for them.

The per-student excess-cost ranges from $810 for speech/language problems to $5,100 for the multiply handicapped. (See Table 12.) A comparison of per-student direct special education cost with per-student attributable cost reveals that most of the costs of educating multiply handicapped and TMR students are allocable to special education, whereas most of the costs of educating students with speech/language difficulties are allocable to the regular education program. The wide variation in per-student costs is a function of several factors that contribute to expenditures and vary for different handicapping conditions. These factors include the variation in student-teacher ratios (see Table 14), the nature of the placement (e.g., intermittent services in a regular class in a local public school vs. placement in a residential facility), and the number and nature of specialized personnel required to provide services.

Data from the four States examined in this study provide important insights into the financing of special education and related services in the States. These findings should not be used for generalization to other States or local situations, but they do suggest the existence in many States of sufficiently sophisticated accounting and information systems that permit continuing detailed examination of the financing of special education and related services. States clearly recognize the importance of having accurate cost information and are willing to share that information to improve the administration and provision of services to handicapped children.

Technical Assistance to States

Section 617 of EHA-B requires the Department to provide technical assistance to States to help them implement the provisions of the Act. Over the years, technical assistance has been provided directly by SEP staff and indirectly through discretionary contracts and grants. Initial technical assistance focused on policy development. This type of assistance was well suited to State needs during the early years of implementation, when States were concentrating on developing and implementing policies and procedures consistent with the Act.

Table 14

Staff/Student Ratio and Teacher/Student Ratio by Handicapping Condition in State D 1981-82

	Staff/ Student Ratio	Teacher/ Student Ratio
Trainable Mentally Retarded[a]	1/2.43	1/7.25
Educable Mentally Retarded	1/6.61	1/10.39
Emotional/Behavioral	1/18.67	1/7.49
Perceptual/Communicative[b]	1/17.80	1/12.85
Hearing Handicapped	1/4.18	1/7.54
Visually Handicapped	1/5.20	1/7.50
Physically Handicapped[c]	1/4.41	1/15.54
Speech/Language	1/24.80	1/29.03
Multiply Handicapped	1/2.87	1/10.40

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a/ Term used by State D.
b/ Includes children with learning disabilities.
c/ Includes other health impaired.

Notes: Staff/Student Ratio includes the total FTE staff utilized to provide services.

Teacher/Student Ratio includes total FTE teachers (both teachers of the primary disability and other teachers) utilized to provide services.

SEP monitoring visits and special studies find that most States now have policies and procedures consistent with the Act. Certain policy and procedural questions remain concerning issues such as private schools and interagency agreements, but many of the issues States currently face are administrative or programmatic. To resolve such issues, States need access to the most recent special education research and practice information from federally sponsored research, development, and demonstration efforts, and from the experience of States facing similar problems. Thus, although the goal of SEP technical assistance efforts remains the same as in the early stages of implementing the Act -- helping SEAs provide handicapped children with a free appropriate public education -- SEP has refocused its technical assistance efforts to conform to changing State needs.

State technical assistance is provided by SEP primarily through the Division of Assistance to States (DAS); within DAS the Program Assistance Branch (PAB) is specifically charged with technical assistance development and delivery. This branch includes the Regional Resource Center Section and the State Program Assistance Section.

To meet changing State needs, DAS is now implementing a technical assistance approach that seeks to:

- capitalize on the National perspective provided by various SEP data bases to identify, across States, problems in providing a free appropriate public education to all handicapped children;
- draw on a variety of resources within SEP to provide States with information about the most recent developments in special education research, technology, programs, and practices relevant to identified problems;
- identify problem areas for which policy clarification or development of compliance standards is necessary and help appropriate SEP units initiate such activities; and
- draw together States that are experiencing similar problems for mutual problem solving.

This approach provides for direct and indirect technical assistance service delivery with some activities developed and delivered by DAS staff and some by contractors, grantees, staff from other Federal programs, or by the States themselves. DAS activities will focus heavily on remediating needs and problems that cut across States and regions.

The Regional Resource Center (RRC) program, authorized by Section 621 of EHA-C, continues to be the primary mechanism for delivering technical assistance to individual States. This program -- established by contract in fiscal year 1969 -- now supports six regional centers that help SEAs and LEAs develop quality programs and services for handicapped children. (More information about the RRC program is provided in Appendix 2.)

DAS staff work closely with the RRCs to develop technical assistance activities and provide cross-State and cross-regional assistance. The RRCs also work with individual States and provide cross-regional assistance to States. Drawing on the wide scope of information available to SEP, the RRCs deliver assistance based on identified State and regional problem areas, sharing scarce resources efficiently among States.

Through a needs assessment process DAS has identified six principal areas in which States need technical assistance. These areas of need will be addressed by the RRCs, in conjunction with DAS, during the 1983-84 school year. They are:

1. comprehensive services for handicapped adolescents and young adults -- 50 States identified a need for integration of education, health, and rehabilitation services for adolescents and young adults;

2. special education program development and evaluation -- 39 States identified as a need the enhancement of State and local efforts in the areas of monitoring, program development, and evaluation of the quality of educational programs;

3. special education applications of technology -- 32 States identified as a need the enhancement of State and local efforts in the efficient use of technology in the program administration and instructional delivery of special education services;

4. parent/community-based services for handicapped persons -- 30 States identified a need to promote available integrated service systems in the community through the active involvement of parents and professionals in the special education service delivery system;

5. placement alternatives -- 26 States identified a need to continue to explore programming options for severely handicapped students in less restrictive

environments and to address interagency issues for program development and improvement; and

6. comprehensive services for special populations, e.g., emotionally disturbed and preschool handicapped children -- 19 States identified a need to improve the quality of services for preschool and emotionally disturbed handicapped children.

DAS also administers another project that plays an important part in helping SEP provide technical assistance to States. This contract, Project Forum of the National Association of State Directors of Special Education (NASDSE), provides technical assistance to States by analyzing important special education issues and practices in SEAs and LEAs. SEP considers these analyses in determining technical assistance needs and activities. The project has also established a communication network of SEAs and LEAs that gives SEP timely feedback about current and emerging trends in special education. These SEAs and LEAs, in turn, receive technical assistance through their participation in the communication network.

The Division of Educational Services (DES) administers a three-year technical assistance contract, Project EduTech, that helps SEAs and LEAs use appropriate technological alternatives in special education service delivery. The project is designed to unite educators and technologists in efforts to improve the delivery of services to handicapped children. Ongoing activities include selecting persistent and widespread special education issues on which to focus during each year, developing and disseminating information about technological developments that may resolve these issues, and establishing and maintaining an information system.

The Technical Assistance Development System (TADS) is an SEP-funded technical assistance center administered by the Division of Innovation and Development. TADS has provided services to SEP and its Handicapped Children's Early Education Program (HCEEP) since 1971. In addition to providing program development assistance to about 54 HCEEP demonstration projects, the center assists approximately 20 Early Childhood Outreach Projects and States receiving State Implementation Grants. The project also maintains a functional information system for the benefit of the HCEEP projects, analyzes information relating to the early education of handicapped children, and provides other ad hoc technical assistance as requested by SEP.

Another way in which SEP carries out its responsibilities to provide technical assistance to States as mandated by EHA-B is by disseminating the Annual Report to Congress. This document is routinely provided to State administrators responsible for providing special education and related services to handicapped children and to professional organizations that represent the handicapped. The report is also provided to hundreds of individuals who request it each year. These individuals include parents of handicapped children, educators, teacher trainers in colleges and universities, IU and LEA administrators, members of advocacy organizations, and the general public.

SEP will continue to seek ways to provide timely and effective technical assistance to States. SEP believes that the steps it has taken have resulted in enhanced technical assistance as well as closer coordination and cooperation among Federal, State, and local agencies as they strive to provide improved services to our Nation's handicapped children.

SEP Review of State Programs

The program review process has two parts -- review of plans submitted by States for use of their EHA-B State grant program funds and monitoring to assure adherence to State Plans.

State Plan Review

During the past year, SEP's Division of Assistance to States (DAS) has completed the review and approval of FY 1984-86 State Plans. This is the second time SEP has accepted three-year plans from the States. FY 1981-83 State Plans were reviewed and approved in 1980. For fiscal years 1980 and earlier, States were required to submit annual plans. Submission of State Plans is required by Section 613 of EHA-B.

The review of the 1984-86 plans, which began in February 1983 and continued throughout the year, consisted of several stages. In the first stage, several staff members independently read and analyzed each State Plan to identify procedures that did not appear to conform to EHA-B requirements.

The second stage involved feedback to the SEA regarding specific issues that required resolution. Issues that needed resolution generally consisted of omissions, wording problems that required clarification, or conflicts with the requirements of EHA-B. As part of the negotiation process States were required to submit additional information to SEP. When this information was received, the State Plan was reviewed again and, if necessary, additional negotiations were carried out. Before State Plans were finally approved, reviews were conducted by the Office of the Director of SEP and the Office of the Assistant Secretary, Special Education and Rehabilitative Services.

The most important problem issues identified during the review process were in procedural safeguards, IEPs, least restrictive environment, right to education, participation of private school children, confidentiality, and general supervision.

The largest number of problems surfaced under procedural safeguards. Requirements that needed clarification or revision in the procedural safeguards section of the plans included: use of State educational agency personnel or officials as hearing officers (40 States); inconsistency with the hearing process and EHA-B regulations (17 States); selection of surrogate parents (11 States); and inaccurate timelines (7 States).

Table 15 illustrates the areas of deficiency (other than procedural safeguards) noted most often in State Plans.

Once these deficiencies in the State Plans were resolved, SEP moved into the second phase of program review -- monitoring of States as they carry out the approved State Plans.

SEP Monitoring

SEP monitoring of States has undergone procedural and conceptual changes in the past year. It is now viewed as a continuous process rather than simply as site visits to States. The monitoring process begins with the development of an initial screening document and profile for each State. One major purpose of this document is to help SEP identify deficiencies before the on-site visit. The State profile is updated continually as part of the monitoring process.

Three types of monitoring are available to SEP: off-site monitoring; on-site monitoring at the SEA only; and on-site monitoring of the SEA and other agencies (including LEAs). To date, off-site monitoring has not been used; in most cases the SEA-only model has been employed. In a few cases, on-site monitoring has included visits to the SEA and other agencies.

Although the State profile serves as a primary resource for identifying potential problem areas, the site visit team does systematically explore a core of requirements regardless of whether the State profile indicates possible problems. Among these are the State Advisory Panel; Complaint Management; Monitoring; General Supervision; LEA Applications; Preschool Incentive Grants; SEA Administration of Funds; Right to Education; Procedural Safeguards; Comprehensive System of Personnel Development (CSPD); and State-Operated Programs (SOPs). An in-depth examination of some other area may be the result of complaints.

Table 15

Areas of Deficiency Other than Procedural Safeguards Identified in FY 1984-86 State Plans

Provision	Number of States	Nature of Deficiencies
Individualized Education Program	21	Two recurring issues pertained to the requirements that IEP meetings be held within 30 calendar days of a determination that a child is handicapped, and that IEPs be in effect at the beginning of the school year.
Least Restrictive Environment	18	The most frequent problem was the unavailability of a continuum of alternative placements.
Right to Education	16	The major problem was the failure to include the requirement that a free appropriate public education be provided to children in all public agencies.
Participation of Private School Children	12	The major problem was the plan's failure to address the regulatory provisions adequately.
Confidentiality	9	Wording problems and the absence of certain specific requirements were noted here.
General Supervision	8	Plans contained inadequate information to show that the SEA was responsible for all educational programs.

After the site visit is completed, a debriefing is held for the SEA staff. The next step is the writing of the Program Review Letter (PRL). The letter contains commendations, recommendations (not mandatory), and areas of concern (instances of noncompliance with Federal requirements that must be addressed). When the State receives the PRL, it has the option of refuting the findings or preparing a Voluntary Implementation Plan (VIP). In the VIP, the State develops its own measures to remedy the areas of noncompliance cited in the PRL. The VIP must also include reasonable timelines for implementing proposed changes.

Upon receipt of the VIP, SEP staff analyze the plan carefully, negotiate further with the State if necessary, and then close out this phase of the monitoring. The implementation of the VIP is closely monitored thereafter until the State has submitted sufficient documentation to assure that the changes have been made.

Table 16 illustrates the areas and frequency of noncompliance from 1982-83 on-site visits. The table shows that the major problem areas are monitoring, general supervision, procedural safeguards, least restrictive environment, complaint management, IEPs, right to education, and SOPs. States were found to be in noncompliance with nine other requirements of the Act, though these were isolated instances.

Saying that a State is in noncompliance in a particular area does not always tell the whole story, however, as the nature of the findings is frequently complex. For example, in the case of monitoring, the State may have been conducting all the required site visits but not considering all the Federal requirements. Such a situation would result in a finding of noncompliance. In another instance, a State might be visiting LEAs only and overlooking SOPs, correctional facilities, etc. This too would result in a finding of noncompliance.

In the area of general supervision, a finding of noncompliance usually resulted from the SEA lacking adequate authority, by statute or agreement, or from the SEA failing to exercise its authority properly. Concerns about procedural safeguards ranged from inadequate content of notice to parents and prior written consent to problems with the due process hearing procedure. Regarding least restrictive environment, the deficiencies usually pertained to categorical placement of handicapped children or the lack of a continuum of alternative placements. Complaint management problems were usually the result of a violation of regulatory requirements or a lack of documentation. IEP and right to education were usually cited as areas of concern when services were not being provided to a handicapped child. SOP was cited when any inconsistency with a Federal requirement was noted in a State-operated or State-supported program. Thus a finding of

Table 16

Areas of Noncompliance Identified during the 1982-83 Monitoring Cycle

Elements/Requirements	Number of States with Areas of Noncompliance in PRLs, 1983
*State Advisory Panel	1
Least Restrictive Environment (LRE)	8
*Complaint Management	7
*Monitoring	10
*General Supervision	10
*LEA Applications	2
Placement in Private Schools	1
*Preschool Incentive Grants	0
*SEA Administration of Funds	2
*Right to Education (FAPE)	5
Priorities	0
Child ID, Location, and Evaluation	1
Individualized Education Program (IEP)	7
*Procedural Safeguards	9
Confidentiality	2
Protection in Evaluation Procedures (PEP)	1
*Comprehensive System of Personnel Development (CSPD)	1
Participation of Private School Children	2
LEA Administration of Funds	1
*State-Operated and State-Supported Programs (SOPs)	5

Note: Starred items constitute the core of SEA or State Agency Review.

noncompliance in an SOP could refer to any one of the 21 Federal requirements that are routinely examined.

The process of SEP program review monitoring is subject to continual evaluation to determine its efficiency and effectiveness. Internal evaluation is achieved through third-party examination of SEP team procedures and their effectiveness, as well as the appropriateness of the materials and data used for monitoring. External evaluation is achieved in part through structured feedback from members of the primary group monitored by SEP, the State directors of special education. The results of internal and external evaluation indicate that the process is working to the benefit of the purposes of the law and is improving administration of special education programs and the provision of related services throughout the country.

Other SEP Administrative Responsibilities

SEP is responsible not only for the administration of the activities supported under EHA-B, but also for a variety of discretionary programs. These provide important ancillary models, services, and training that help improve educational opportunities for handicapped children and youth throughout the country. The administration of these programs has been reported in previous annual reports to Congress. A current review of each of these discretionary programs is contained in Appendix 2.

Efforts to Assess and Assure the Effectiveness of Programs Educating Handicapped Children

Section 601(c) of the Education of the Handicapped Act (EHA), states that "it is the purpose of this Act...to assess and assure the effectiveness of efforts to educate handicapped children" (20 U.S.C. §1401(c)). Section 618 of the EHA-B further specifies that "the [Secretary] shall measure and evaluate the impact of programs authorized under this part and the effectiveness of State efforts to assure the free appropriate public education of all handicapped children" (20 U.S.C. §1418(a)). In carrying out these responsibilities, the Secretary is authorized to "conduct, directly or by grant or contract, such studies, investigations, and evaluations as are necessary" (20 U.S.C. §1418(b)), and must "update at least annually, programmatic information concerning programs and projects assisted under [EHA-B] and other Federal programs supporting the education of handicapped children, and such information from State and local educational agencies and other appropriate sources necessary for the implementation of this part...." (20 U.S.C. §1418(b)(1)). The Education of Handicapped Act Amendments of 1983, P.L. 98-199, have, in a number of respects, modified the reporting requirements. This report, however, was prepared to cover a period of time during which the unamended version of Section 618 was controlling.

States are required under Section 613(a)(11) of EHA-B to "provide for procedures for evaluation at least annually of the effectiveness of programs in meeting the educational needs of handicapped children (including evaluation of individualized education programs)...." (20 U.S.C. §1413(a)(11)). These procedures are to be included in each State's program plan, which is submitted to SEP every three years.

Past annual reports have focused primarily on the Federal effort to evaluate the impact of special education and related services being provided to handicapped children. This year's report continues to describe the Federal effort but also reports to a greater extent on State and local (and intermediate) evaluation efforts to provide the Congress with a more comprehensive picture of efforts under way Nationwide to analyze the impact and effectiveness of policies, procedures, and programs for the Nation's approximately 4,000,000 handicapped children.

Federal Evaluation Efforts

In carrying out its responsibilities to evaluate the impact of EHA-B and report annually to the Congress, SEP has over the years provided for and reported on a number of special studies (see Appendix 1). Evaluation studies in the late 1970s focused primarily on State and local efforts to implement the provisions of the EHA-B as SEAs and LEAs struggled to comply with the mandates of the new law. Examples of these implementation studies include:

- "A National Survey of Individualized Education Programs," conducted by Research Triangle Institute from 1977 through 1980 to determine the nature and quality of the IEPs being designed for handicapped children.

- "Longitudinal Study of the Impact of P.L. 94-142," conducted by SRI International from 1977 through 1982 to follow a small sample of school systems over a five-year period to observe their progress in implementing the Act, as well as the effects of the Act.

- "Study for Determining the Least Restrictive Environment Placement of Handicapped Children," conducted by Applied Management Sciences from 1978 through 1980 to investigate the rules or criteria used by the courts and State hearing officers to determine the placements of handicapped children, the guidance given by States to school districts in making placement decisions, and the actual placement procedures used by school districts.

- "A Study to Evaluate Procedures Undertaken to Prevent Erroneous Classification," conducted by Applied Management Sciences from 1979 to 1983 to examine LEA procedures for referring, assessing, and placing students to determine whether procedures were in place to prevent the erroneous classification of children, particularly misclassification on the basis of race or culture.

With tightened budgets and increased State experience in implementing EHA-B, attention was then focused on actual quality and cost-effectiveness of the special education and related services provided to handicapped children, as well as on the impact of the Act. SEP evaluation studies in the early 1980s reflected this shift in emphasis. Consequently, studies were funded to examine effective practices and cost issues related to educating handicapped children. Two such studies were:

- "Analysis of State and Local Implementation Efforts," conducted by Newtek Corporation from 1979 to 1980, which investigated the special education budgetary process at the State level and examined in detail budgetary processes in four selected LEAs.
- "Verification of Procedures to Serve Handicapped Students," conducted by Applied Management Sciences from 1979 through 1981. One component investigated the assessment process in school systems; another identified and documented promising strategies for serving secondary-age handicapped students.

Appendix 1 provides a summary of all Federal evaluation activities supported by Special Studies monies from 1976 to the present. The section that follows presents the findings of a major study that has been completed recently as well as a new study that is being initiated.

Federal Evaluation Studies

SRI Longitudinal Study of the Impact of P.L. 94-142

A major SEP-funded longitudinal study that evaluated the impact of EHA-B at the local level was recently completed by SRI International (1982). This study was based on case studies of local school systems (in 22 LEAs the first year and 16 LEAs the following three years) in nine States during the school years 1978-79 through 1981-82. The study sites were selected to represent a variety of local and State educational systems throughout the United States. Interviews were conducted with various types of LEA personnel and community members from these sites (e.g., administrators, principals, teachers, psychologists, parents, and representatives of human service agencies). The study began just as the Congressionally-mandated effective date for providing a free appropriate public education for all handicapped children was reached. The following section describes some of the study's findings concerning the overall impact of EHA-B on special education services as well as on particular groups of individuals, including handicapped children, their parents, and school personnel.

Impact of EHA-B on Special Education Services

The SRI study found that EHA-B had two specific effects on special education from 1978-79 through 1981-82. First, as anticipated, the law required LEAs in the study to make many procedural changes. For example, LEAs implemented such procedural requirements as child identification, parent notice and consent, multidisciplinary evaluation, IEPs, and due process.

Second, the study found that LEAs significantly increased the scope and comprehensiveness of their special education programs and related services. For example, districts expanded programs and services to handicapped children at the preschool, elementary, and secondary levels, particularly for children who were learning disabled, seriously emotionally disturbed, and mentally retarded. Half of the LEAs in the study also increased the range of handicapping conditions they identify and serve. The study also found, however, that despite progress in providing special education and related services (including more placement options for a wider range of children with handicapping conditions), fiscal constraints have slowed advancement.

Impact of EHA-B on Handicapped Children

The study concluded that the largest single impact on the handicapped children studied was probably the creation of distinctly different special education and related services that burgeoned in 1978-79. All LEAs in the study were expanding their programs and opening up their special education delivery systems to additional beneficiaries when the study began. However, by the last two years of the study, the expansion of new placement options had lessened considerably as program expansion slowed. For the most part, children who had been unserved before passage of the law were being served. Underserved children were being served more appropriately than when the study began. In most LEAs, children in need of special education were identified earlier, and the level of programs and services provided them was raised over time. While recognizing that more services do not automatically mean better services, the study found that most individuals interviewed at the local level believed that the quality of programs and services had improved along with the quantity. Various special education administrators commented:

> "There are more services and the kids are better off."
>
> "Programs have grown tremendously, and I have to believe that services are better."
>
> "The impact on kids has been 98 percent positive.... We're providing services to those we wouldn't be otherwise."

"The level of services has increased both with regard to breadth and depth."

"As a result of P.L. 94-142 dollars, we have improved the quality of our special education program."

Another major positive impact on the handicapped children studied was the increased contact between them and their nonhandicapped peers and the resulting acceptance of handicapped children. In addition to increased efforts to integrate handicapped with nonhandicapped children in nonacademic (e.g., art, music, physical education) and academic areas, more handicapped children were being served in public school settings rather than in separate facilities. A positive change in attitude toward the handicapped was found, although this did not develop without some resistance. One high school principal, who earlier led an effort to keep an orthopedically handicapped child in a wheelchair from being placed in his school, said during 1981-82 that he thought having such pupils in his school was "a plus to the campus." His change of attitude was not atypical, the study notes.

Impact of EHA-B on Parents of Handicapped Children

For parents of handicapped children, too, the overall impact of EHA-B was found to be positive. In most of the LEAs studied, parental awareness of their rights under the law had heightened over the four-year study. The study found that parent-school contact increased as a result of the law, and this increased contact helped parents gain a greater understanding of their children's special education programs.

The study also found, however, that while parents' involvement, awareness, and knowledge had increased, their contributions did not significantly affect decisions about appropriate programs and services for their children. The study concluded that the quality of parental involvement did not change to a large extent over the four-year period.

Impact of EHA-B on School Personnel

The SRI study found that the impact of EHA-B on school personnel -- principals and teachers -- was also generally positive. The involvement of principals in educational decisionmaking varied a great deal among LEAs and across schools within LEAs over the four-year study period. However, by 1981-82 principals in all but two LEAs had increased sophistication about the Act and greater awareness of the nature of special education classes in their schools. Principals became more accepting of handicapped students in some LEAs. In large part, the study found that greater awareness and acceptance were facilitated by the dispersal of more special education classes across districts, which increased principals' exposure to a wider range of handicapped students. One principal commented:

> "P.L. 94-142 has made everyone more sensitive to the needs of special education students. The law has been a real eye-opener for regular educators."

EHA-B affected regular classroom teachers in the study through the increased number of handicapped children being educated, at least in part, in regular classroom settings. The study found that despite progress in integrating these children into regular classes over time, the day-to-day demands of teaching and increased regular class size often made it difficult to provide coordinated mainstreaming activities.

Generally, regular education teachers had become much more aware of special education and more accepting of handicapped children, but some resistance to integrating these children into regular classes lingered. Many of these teachers expressed resentment about the smaller size of special education classes compared to regular classes.

Most special educators interviewed by SRI thought that EHA-B had helped to open communication between special education teachers and parents, and that special education teachers became more accountable for their work with children. A negative impact of the law and regulations on special education teachers, however, was the increased time and paperwork they required. Principals and regular educators also cited paperwork as having a negative impact.

Overall Impact of EHA-B

All LEAs in the SRI study agreed that the impact of EHA-B has been primarily positive and that the law has been a major factor in effecting change in special education. The main reason given was that the regulations, money, and clout associated with the passage of EHA-B increased the capacity of LEA personnel to deliver programs and services to handicapped children over the four-year study period. The major positive effect of the law, according to this study, has been to increase the scope and comprehensiveness of special education programs and services at the local level.

RTI Study of the Impact and Effectiveness of Special Education Service Delivery

SEP funded another major study in September 1983 that will evaluate the impact and effectiveness of EHA-B. It is being conducted by the Research Triangle Institute (RTI). This research study focuses on assessing special education service delivery provided in accordance with the mandates of EHA-B. Over the next three years, RTI will examine the impact and effectiveness of three factors in providing a free appropriate public education to handicapped children: (1) administrative requirements and procedural safeguards mandated under EHA-B, (2) interagency cooperation, and (3) funding and costs associated with providing special education and related services. Policy issues in these three areas that policymakers and administrators perceive as critical will be examined. Information obtained from the study will be used to develop topical papers to help Federal, State, and local policymakers and administrators make sound decisions affecting the provision of services to the handicapped.

Procedures Being Implemented for State and Local Evaluation Efforts

States are also engaged in a range of activities to evaluate the impact and effectiveness of the special education and related services they provide to handicapped children. Characteristic of these efforts are evaluation studies directed by the SEA at the State level and program evaluations conducted at the local level by intermediate units and LEAs. Evaluation studies performed by SEA staff or contractors, although generally more expensive than local studies, are often used when the study topic requires statewide information, a concentration of resources, or evaluation by external personnel (for example, when controversy is involved). This type of study is particularly advantageous when a critical problem needs to be highlighted or when an issue cuts across school districts -- for example, the efficacy of alternative service delivery models.

Local program evaluations performed by local personnel, for which the SEA often provides impetus, technical assistance, and incentives, have their own advantages. LEAs gain information they need through this type of study to validate and improve their programs and demonstrate program efficacy to school boards, government agencies, and others. Many evaluation topics are most effectively studied by local personnel who are familiar with the program under study and thus are in the best position to ask the right questions and interpret and use the information they collect.

Both approaches to evaluation are used in some States. Iowa, Massachusetts, and California are examples of States using both in varying degrees to obtain evaluation information. Some evaluation activities supported by these States are described in the following sections. These sections are not intended to describe all the evaluation activities under way in these States, but rather to illustrate how varied State approaches work in actual practice.

Iowa Evaluation Efforts

Evaluation in Iowa is very much a "grass roots" activity, with the major responsibility for conducting program studies at the local and intermediate levels. The SEA is involved in some evaluations on topics of statewide interest, but its primary role in evaluation is to provide technical assistance to educational agencies that voluntarily undertake evaluation studies. Local motivation for conducting evaluation studies commonly stems from the need to maintain funding levels by demonstrating the benefits of special education programs.

The SEA has developed three basic approaches to providing technical assistance for local evaluation studies in response to the expressed need for evaluation information by administrators, teachers, and related service providers. These approaches are (1) a guide that describes best evaluation practice and evaluation instruments, (2) a consultative program that provides technical assistance, and (3) help in designing longitudinal studies.

Each of Iowa's 440 LEAs is assigned to one of 15 intermediate units called Area Education Agencies (AEAs). As part of the first approach to technical assistance, the SEA in 1982 convened task forces composed of AEA, LEA, and SEA personnel along with outside consultants to develop descriptions of best professional practice and evaluation instruments in 13 areas representing all types of handicapping conditions and all areas of professional service (e.g., psychology, speech and hearing, physical therapy). The descriptions were widely reviewed and revised. They are currently being compiled to form a complete package that includes instructions for using the package and evaluation instruments that address each of the 13 specific areas. The package may be used in total or in part, and evaluation instruments may be tailored to the needs of the user. AEAs or LEAs may use the package for self-evaluation or SEA staff or others may use it for external evaluation. The final compilation is not complete yet, but 15 evaluations using the materials from the package have been performed, and thus far AEAs and LEAs have given it positive response.

AEAs often ask the SEA to take the lead in conducting evaluations. A team of SEA and AEA personnel specializing in the area being evaluated interviews practitioners, principals, and parents, and reviews case records, policies, and procedures. AEAs may also enter into reciprocal agreements to provide specialists for the evaluation team, a practice that increases communication and knowledge among AEAs. Following data collection, the team meets with practitioners to share information and then submits recommendations to the AEA administration. One such recent evaluation of social work services in an AEA found that although social workers were doing a good job with the children, they were often called on to perform additional work and thus spread themselves too thin.

In the second approach to technical assistance, the SEA provides consultants to AEAs that have established education programs based on model programs. The consultants then help the AEAs conduct evaluations of these programs to determine their effectiveness in meeting the needs of handicapped children. One study performed with consultative assistance tracked students who had completed early intervention programs based on a particular preschool service delivery model (the CAPERS model) some years earlier.

The third approach the SEA has taken to help local districts has been to encourage all AEAs and LEAs to begin longitudinal studies to track the progress of special education students throughout their educational careers. SEA evaluation specialists are working with AEA personnel to design models for longitudinal studies that will assure consistent data across all LEAs assigned to a particular AEA. These initial studies will yield data at the AEA level but not at the State level. The SEA considers it important to involve the LEAs in longitudinal studies that yield data useful to them and their AEAs before attempting to obtain statewide longitudinal data. This effort is consistent with the State's emphasis on local responsibility for collecting evaluation data coupled with SEA concern for providing technical assistance that limits the imposition of State data requirements.

Massachusetts Evaluation Efforts

Evaluation studies are required in Massachusetts by State law, Chapter 766, passed in 1972 and implemented in 1974. The SEA reviews and monitors local studies as required by State law and provides technical assistance through its own initiatives. Although the law provided an impetus for evaluation studies, a stronger motivation has arisen during recent years as tax limiting statutes have increased pressure on education administrators to support their budget requests with evaluation information on programs and services. Education administrators in Massachusetts are now increasingly competing with other municipal agencies for critical funding. Thus, even though the number of students eligible for special education and the costs of special education are leveling off in this State, the need for evaluation information remains high. The need for more information is voiced by local administrators, the legislature, and legislative affiliates.

The SEA has made three major contributions to evaluation efforts in the State. First, the SEA produces an Annual Special Education Briefing Paper that provides comparative information from 1974 to the present on the number of students served; local, State, and Federal funding; and placement patterns by program prototype and cost. The

Briefing Paper is not required by State law but is produced at the initiative of the SEA.

Second, a comprehensive statewide survey focusing on the implementation and effects of Massachusetts' special education law, Chapter 766, was conducted in 1979 and 1980. The survey addressed financial issues, special education services, secondary education services, special education interface with regular education, IEP and LRE requirements, SEA/LEA relations, and parent/school relations. Nine contractors conducted aspects of the study, which included interviews with parents of handicapped and nonhandicapped students, regular and special education teachers, administrators, and the general public. A history of special education services in the State, case studies of 15 representative communities, and a Gallup poll resulted from the study. The Gallup poll topics included general awareness and knowledge of the special education law, attitudes toward its underlying concepts (e.g., LRE), an evaluation of its implementation, and an assessment of its impact. Overall, the results of the survey indicated widespread support for Chapter 766 among education professionals, parents, and the public. They not only endorsed the law's primary goal of aiding the handicapped, but also judged it a success in meeting that objective. Interestingly, respondents most often mentioned progress toward meeting the educational goals of all children as the best result of Chapter 766. In addition to collecting baseline data for future comparisons, the study provided a plan for follow-up activities in each area addressed. Half the cost of the statewide survey was covered by State funds and half by discretionary monies authorized by the EHA-B State grant program.

Third, the SEA has developed an evaluation package -- with input from 35 LEAs -- to help local administrators conduct program studies. The package consists of a handbook and training manual that emphasize program evaluation as an efficient district management tool. The handbook reviews the literature on program evaluation and sets forth an evaluation model that provides the user with program goals and objectives, derives evaluation questions from the goals and objectives, describes data collection strategies for each evaluation question, provides actual evaluation instruments, and specifies guidelines for generating recommendations based on the information gathered during the evaluation. An addendum to the handbook will contain sections on evaluating early childhood programs, alternative secondary programs, vocational secondary programs, and management aspects of evaluation efforts.

The training manual was developed to facilitate peer training in use of the evaluation model. After the package was completed, workshops were held to train representatives of 109 of Massachusetts' 375 districts to use it. The training-of-trainers approach prepared workshop participants to return to their districts and teach others to use the model as well as to train other local administrators. The SEA also has set up a consultant pool of those who have been trained. Field testing has shown, however, that the evaluation materials can be used alone, without extensive training.

Local plans for conducting annual evaluations and findings must be submitted to the SEA, but use of the evaluation model in conducting these evaluations is voluntary. However, the SEA gives special consideration to local mini-grant applications that address problems identified by evaluations in which the model was used. Thus districts are offered an incentive to use the model. Study reports do not have to be shared with the SEA unless desired, thereby mitigating any concern about a stigma or penalty being attached to unfavorable findings. As in Iowa, the desired result is that districts will perform more thorough and extensive evaluations if they do so voluntarily to meet their own internal needs rather than merely to meet reporting requirements. Many districts voluntarily share their reports with the SEA and evidence shows that the use of findings helps LEAs justify their budgets in addition to improving programs.

California Evaluation Efforts

California's approach to special education program evaluation emphasizes statewide coordination that seeks to improve local programs and avoid duplication of evaluation activities by local agencies and the State Department of Education. Evaluation studies are required by legislative mandate at both State and local levels. In 1980, the State legislature enacted Chapters 797 and 1353, which provide for ongoing comprehensive evaluation of special education programs. The mandate requires the superintendent of education to submit to the State board of education, the legislature, and the governor an annual evaluation report on special education programs in the State. The purposes of the report are (1) to provide information to State policymakers on the effects of special education programs operated by the State's 103 intermediate units, termed Special Education Local Plan Areas (SELPAs), including how such local evaluation information is used to improve local programs; and (2) to convey to SELPA staff members what other SELPAs are doing, what they found in their local evaluation studies, and how they used the information to improve their programs. The legislation requires that evaluation studies be conducted on issues of statewide concern, specifically on pupil performance; education in the least restrictive environment; provision of services according to the IEP; parent, pupil, and educator attitudes; and program costs.

To meet the requirements for evaluation studies, the statewide Cooperative Evaluation System was developed. The system includes the SEA and, through the State's SELPAs, its 1,042 local districts. Each SELPA must submit to the SEA an annual plan that includes provision for at least one study investigating a locally-selected evaluation concern from among the issue areas mandated by the legislature. Through its Office of Program Evaluation and Research, the SEA provides technical assistance to the SELPA in defining answerable questions; designing and conducting the studies; and analyzing, reporting, and using the data for program improvement. The SEA coordinates the distribution of study topics and maintains a central bank of local evaluation data. Examples of local evaluation studies performed in 1981-82 are included in the following section.

The California Evaluation Improvement Program of the SEA's Office of Program Evaluation and Research has also published an evaluation package to help local administrators conduct program evaluations. The basic manual, entitled Program Evaluation Guide, describes the sequential steps considered essential to planning and implementing program evaluation. The Workbook on Program Evaluation is designed to assist educators in planning and monitoring the procedures, techniques, and methods of evaluation. The SEA plans to revise its evaluation package in 1983-1984 in response to requests from local administrators for more sophisticated information.

In addition to information from the local evaluation studies, the SEA's Annual Evaluation Report must include data from the State Special Studies Program. This program uses discretionary funds authorized by the EHA-B State grant program to sponsor statewide studies on priority topics. Priorities are established each year with input from the field, the State board, and the legislature. Some of the studies performed under this program are mandated; others are SEA- or field-initiated. The studies may be performed by the SEA, private contractors, SELPAs, local districts, or colleges and universities, and may be awarded using an RFP mechanism or through field-initiated proposals. These special studies address issues in implementing education mandates, administration, instruction, policy, budget, planning, and other current issues. Their products include guidebooks, efficiency analyses, and other development efforts as well as research studies. One recent project produced a Practitioner's Guide to Nondiscriminatory Assessment; another studied the effects and costs of local interagency agreements. Other State evaluation studies are described in the following section.

California's approach to program evaluation is more structured than that of Iowa or Massachusetts, and has resulted in more evaluation studies than any other State. The communication and cooperation that exist between the California districts, SELPAs, the SEA, and the legislature enable the State to pursue a coordinated approach to evaluation in special education.

State and Local Evaluation Studies

The following section describes some evaluation studies conducted at the State and local levels. These studies were provided by State and local educational agencies (and intermediate units) in response to a request for such evaluation information by the National Association of State Directors of Special Education in July 1983. The purpose of this section is not to describe comprehensively all evaluation studies conducted by State and local educational agencies but to provide examples of specific efforts SEAs and LEAs are making to assess the effectiveness of their programs. These studies are presented by five areas representing topics frequently evaluated by SEAs and LEAs.

- Least restrictive environment (LRE)
- Individualized education programs (IEPs)
- Parent participation
- Unserved and underserved handicapped children
- Costs of providing a free appropriate public education (FAPE)

Example of State and Local Evaluation Studies Pertaining to LRE

State and local educational agency responsibilities for educating handicapped children in the least restrictive environment are specified under Section 612(5)(B) and 614(a)(1)(c)(iv) of the EHA (20 U.S.C. §§1412(5)(B) and 1414(a)(1)(c)(iv)). Some State and local educational agencies have attempted to determine how well they are meeting their responsibilities by undertaking evaluation studies to examine whether, in fact, their educational programs are effectively educating handicapped children in the least restrictive environment. These studies typically identify problems that have emerged in serving these children, as well as strategies for improving the appropriateness of educational placements in the future. Among the State and local studies pertaining to the education of handicapped children in the least restrictive environment are evaluations that examine the effects of regular classroom placements on academic achievement, social adjustment, and skill acquisition of handicapped children and their nonhandicapped peers. Two such studies are described here.

Social Adjustment at the Secondary Level

Purpose. In the 1981-82 school year the California SEA, through its grant program, sponsored a study to investigate the social adjustment of orthopedically-impaired high school students, comparing their status with that of their nonhandicapped classmates (Kailes, 1982). This study took a multidimensional approach, bringing together data from different sources (students, parents, teachers, and former students).

Findings. Results of this study suggested that while orthopedically-impaired high school students exhibited greater involvement, better class performance, and closer adherence to classroom rules than their nonhandicapped peers, acceptance of orthopedically-impaired students by their classmates did not occur, and this fact was not recognized by the classroom teachers. Authors of this evaluation study indicated that the nonhandicapped students appeared to be keeping their distance from the orthopedically-impaired students and that teachers interpreted the handicapped students' competent social behavior to mean they were accepted by their peers. The authors of the study suggested that efforts to integrate handicapped students into regular classes might be more beneficial if they focused instead on the attitudes of the nonhandicapped students and teachers.

Implementation of a Mainstream Model for Kindergarten

Purpose. The School District of Philadelphia, Pennsylvania, conducted an evaluation in 1981 of a model it had developed to demonstrate how a least restrictive environment for kindergarten-age handicapped children could be implemented (Silber, 1982). The goals of the model, which served handicapped and nonhandicapped children in the same classroom, focused on the acquisition of academic, social, language, and physical skills; fostering acceptance and social relationships between the handicapped children and their nonhandicapped classmates; and developing strategies to prepare staff for serving young handicapped children in mainstream settings.

Findings. The evaluation results indicated that nearly all of the handicapped children attained most of their IEP objectives, and that the academic achievement of their nonhandicapped classmates was comparable to the performance of nonhandicapped children with other kindergarten classes. Teacher observations also supported objective data that indicated positive interactions and social adjustment by both groups of children. Parents were also highly satisfied with the progress their children had made in the model classroom.

Examples of State and Local Evaluation Studies Pertaining to IEPs

In requiring that States develop procedures for evaluating the effectiveness of programs in meeting the educational needs of handicapped children at least annually under Section 613(a)(11) of EHA-B, the Congress specifically singled out the need for evaluating the effectiveness of IEPs (20 U.S.C. §1413(a)(11)). The studies being conducted by States (at both State and local levels) to carry out this requirement include studies that examine the role of IEP team members in developing and implementing the IEP and studies which attempt to determine the effectiveness of the IEP itself in promoting student learning.

Role of the Regular Classroom Teacher in the IEP Process

Purpose. In the 1980-81 school year, the California Department of Education funded a study to investigate the role of the regular classroom teacher in developing and implementing individualized education programs (Nevin, et al., 1981). The study was based on data obtained from a review of 100 student IEP records, a teacher survey, and teacher interviews. Each IEP was reviewed for information on regular class teacher involvement in referral, planning, reviewing, and implementing IEPs; the extent of participation in and modification of regular programs; student goals and objectives; placement changes and review actions; service coordination; and distribution of IEP copies. The teacher survey and interviews were used to collect information on such topics as interaction between the regular class teachers and support service personnel, and regular teacher satisfaction with various aspects of IEP development and implementation.

Findings. Study results indicated that regular classroom teachers serving handicapped students were generally uninvolved in the formal aspects of IEP development and implementation. Teachers serving handicapped students typically did not attend IEP planning or review meetings, and did not receive their own copies of the completed IEPs. Teachers who did receive copies of the IEPs were found to be more likely to refer to them than teachers who merely had access to them. Regular class teachers were found to be highly involved in many informal aspects of IEP implementation, however. For example, these teachers implemented various modifications to the regular education program not specified in the IEPs to meet the needs of handicapped students in their classes. They also met frequently with special education teachers to discuss students' needs, programs, and progress.

Among the recommendations resulting from the findings of this study were that (1) regular teachers should be included in IEP meetings wherever possible; (2) informal meetings between regular and special educators should be facilitated or arranged by administrators; (3) regular teachers should receive their own copies of IEPs for handicapped children in their classrooms; and (4) these teachers should be given time for IEP planning and meetings along with knowledge and training to improve teaching skills related to the handicapped children they serve.

Achievement of IEP Objectives and Goals

Purpose. The Sacramento City Unified School District in California conducts an annual evaluation of its special education program, each year selecting specific aspects of its program for study (Sacramento City Unified School District, 1982). In 1981-82, the district concentrated its evaluation in two areas: (1) the reasons students did not achieve their IEP objectives in reading, math, spelling, and behavior, and (2) factors that contribute to the decline in the level of goal attainment as students progress to higher grades. The study was limited to students in learning-handicapped special classes and focused on a sample of students who had failed to achieve their IEP objectives. Data for this evaluation were obtained from IEP team chairpersons, principals, counselors, psychologists, and teachers.

Findings. The study found that students' failure to achieve IEP objectives across skill areas at the elementary level was related primarily to the IEP team's unrealistic expectations for the child, resulting in the establishment of inappropriate goals. This reason was found to be significant at the secondary level also, but poor attendance was cited as a major cause of older students' failure to achieve, especially in math. To a limited but notable extent, the use of incorrect or questionable data in establishing IEP goals was cited at both elementary and secondary levels as a reason for some students' failure to achieve learning goals.

Examples of State and Local Studies Pertaining to Parent Participation

EHA-B emphasizes the importance of providing opportunities for parents to participate with the schools in planning their child's educational program. Section 602(19) specifies that parents be invited to participate in the IEP meeting, and Section 615 affords parents various procedural safeguards and due process rights. State and local educational agencies, recognizing the importance of parent support and continuing communication, have established procedures and provided opportunities for parents to participate. These same agencies are also engaged in studies that assess parent involvement and their attitudes towards the services the schools provide. Among these assessments are periodic parent surveys to ascertain their perceptions and satisfaction with the special education delivery system, and studies that examine particular problems parents and schools face in achieving effective parent participation. The studies described next illustrate some recent activities.

Barriers to Participation by Low Income Parents

Purpose. In the 1981-82 school year, the California State Department of Education sponsored a study to identify barriers that low income parents of special education students encounter when they try to participate in their child's educational program (Lynch, 1981). The study examined parent participation in education decisionmaking for their children and in school activities such as parent group meetings, contrasting their involvement with that of parents of nonhandicapped students.

Findings. Sixty-two percent of parents in this study felt they were active participants in developing their child's IEP, 30 percent felt they were not, and the remainder were unsure or did not know. Parents of severely handicapped students reported being more active in the IEP meeting than parents of children with other disabilities. Although 44 percent indicated they offered suggestions about their child's IEP, 40 percent said they did not. The remainder were unsure or felt the question inappropriate. Parents of handicapped children reported attending school activities such as parent group meetings significantly more often than parents of nonhandicapped children.

Special education teachers and low income parents of handicapped students were also asked to identify barriers to parent participation. The study found significant discrepancies between the barriers identified by parents and those identified by teachers. Parents cited logistical problems (i.e., lack of transportation, babysitting, time), communication problems (i.e., language and cultural differences), lack of understanding of the school system, feelings of inferiority, and uncertainty about their child's disability and their own and the school's abilities to help the child. In contrast, special education teachers reported that the primary barriers to parent participation were apathy; parents' lack of time, energy, and understanding; and the school not valuing parent input. Authors of this study suggested that the discrepancy between parent and teacher perceptions of barriers to parent participation must be reduced if parents and schools are to interact effectively.

Parent Evaluation of Special Education Services

Purpose. As part of its annual program evaluation, the Northwestern Suburban Special Education Organization (NSSEO), Illinois, surveys parents to ask about their participation in planning their child's education and their satisfaction with the intermediate unit's programs for handicapped children (Northwest Suburban Special Education Organization, 1983).

Findings. Most parents responding to the NSSEO survey were highly satisfied with the services their children had received and their communication with school personnel about their children's education. Parents also indicated that the intermediate unit had followed established procedures to involve them in educational decisionmaking for their child and provided opportunities that enabled them to exercise their rights. The overall response to NSSEO programs was positive, but 61 percent of the respondents indicated the need for more integration of handicapped children with nonhandicapped peers.

Examples of State and Local Evaluation Studies Pertaining to Unserved and Underserved Handicapped Children

State and local educational agencies have put special emphasis on educating handicapped children who were unserved or underserved before the enactment of the law. These children are given priority in Section 612(3) of EHA-B. Some of these children are preschool and secondary handicapped students; severely handicapped children, particularly the multihandicapped and emotionally disturbed; and handicapped children who require special consideration because of ethnic and cultural differences. Program expansion has been particularly dramatic for certain groups of handicapped children. This growth is characterized by improvements in existing services and by development of entirely new program opportunities for children the schools had not served before. Preschool and secondary-age handicapped children and youth have been the focus of many State program expansion activities. State and local educational agencies are conducting evaluation studies to determine the effectiveness of their efforts to educate these children and improve the services provided to them. Among these activities are cost/benefit analyses, longitudinal studies, and evaluation of specific delivery models.

Effectiveness of Early Special Education

Purpose. In 1982 the Colorado Department of Education conducted a study, commissioned by the Colorado General Assembly, to examine the effectiveness of early special education for handicapped children (Colorado Department of Education, 1982). This study consisted of a review of existing research and cost data on early intervention in special education; an analysis of National trends in preschool education; an evaluation of the effectiveness of the University of

Colorado's INREAL program (an experimental preschool program emphasizing language development that operates in the State); and an analysis of longitudinal data that tracked the educational placements of handicapped children who had received preschool services in the State over the last decade.

Findings. The study found that providing special education for preschool children identified as handicapped enabled more of them to begin public education in regular classrooms needing no further special education. For an even larger number of children, special education at the preschool level meant that they required fewer special education services when they first entered public school and over time. In analyzing the costs associated with its preschool programs, the SEA found that school districts using the INREAL model saved more than $1,500 in real dollars per handicapped child over the three years after these children completed preschool.

Effectiveness of a Rural Secondary Vocational Model

Purpose. Between 1981 and 1983, Education Service Unit Number Nine (ESU #9), Nebraska, developed, implemented, and evaluated a cooperative service delivery model to improve the vocational training opportunities available to secondary-age handicapped students living in a rural region covering about 3,000 squares miles of the State. An evaluation of this model was conducted to determine the approach and strategies that were most effective in meeting the vocational training needs of students from 18 school districts in the region (Schalock, 1983). Service delivered through this model included student identification and referral, vocational evaluation, individual program development, job exploration, and on-the-job training.

Findings. A centralized model of service delivery in which a core staff delivered vocational services to a sample of high school students was implemented and evaluated in the first year. Evaluation results indicated that the centralized model, when compared to the traditional non-centralized vocational training approach of districts in the region, did not result in more appropriate job placements or a longer job retention record for participating students. As a result of these findings, ESU #9 modified its service delivery model and implemented a decentralized approach designed to train local secondary resource teachers in the skills and knowledge they needed to deliver vocational services at the district level. Students participating in the model who graduated were employed for fewer hours and weeks than other students in the past (reflecting, in part, the recent economic recession), yet the decentralized model of service delivery was found to have a positive impact on the number of students placed in part-time or full-time jobs. In contrast to 1979 when 47 percent of students in the region graduating with vocational education experience were placed in jobs, 72 percent of students involved in the model program secured job placements.

Vocational and Social Adjustment of Graduates of a Secondary Program

Purpose. A study was conducted by the Little Falls Public Schools, Minnesota, to determine how well former students of a secondary program for the mentally retarded adjusted vocationally and socially as adults, to what extent they had been able to live independently, and how they felt about the high school program in which they were involved (Little Falls Public Schools, 1978). Graduates were interviewed to determine how well they had adjusted to society and what life style they had adopted.

Findings. The results of the study revealed that graduates of this district's vocational development center had acquired jobs that paid well, and they expressed satisfaction with what they were doing. However, the graduates were considerably dependent on parents in living and financial matters. Many of them were receiving financial assistance, several from more than one source. Most of these former students did not receive further vocational training after graduation. The post-school education they did receive was primarily for personal enjoyment rather than job-skill training. The graduates also had problems with social adjustment. They tended not to be involved in group activities or social clubs and organizations, and found few ways to use their leisure time. Most had not married.

Examples of State and Local Evaluation Studies Pertaining to the Costs of Providing FAPE

Congress, recognizing the financial implications of giving State and local educational agencies the responsibility for providing FAPE to all handicapped children, directed that States be given financial assistance under Section 611 of EHA-B. How to meet the costs of providing FAPE in an effective manner continues to be of major concern to State and local educational agencies as well as to the Congress. Determining the efficiency of expenditure of resources in serving handicapped children is also an important factor in measuring the overall effectiveness of special education and related services. Among the challenges facing State and local educational agencies in determining costs are issues related to differences in the type, amount, and variety of services individual children receive; the appropriate assignment of long- and short-term indirect costs on a per-pupil basis; and the costs covered by non-educational agencies for services they provide. Illustrative of State and local studies related to the cost of educating handicapped children are analyses of different service and program costs, evaluations to determine the relationship between costs and benefits, and studies to determine the most cost-effective strategies for meeting the needs of handicapped children.

Actual Cost vs. Funding Formula

Purpose. In 1977 South Carolina enacted an education finance law to insure every child in public school (handicapped and nonhandicapped) an educational opportunity meeting State standards. The law included the concept of "base student costs." Several years prior to enactment of this law, the legislature had approved program standards developed by the State Department of Education that were intended to guarantee to all children the availability of a "Defined Minimum Program (DMP)." Concern then arose about whether the amount of money appropriated to cover the base student cost under the education finance act was consistent with the actual per-student cost of the DMP. In response to this concern, the State Department of Education commissioned a study of the cost of the DMP in 1981 (Beazley and Taylor, 1982).

Findings. The results of the study revealed discrepancies between the costs and funding of various education programs, including several categorical special education programs. The findings indicated that programs for mildly retarded students served in resource/itinerant programs and for learning disabled students in self-contained programs were underfunded by only 4 percent and 7.5 percent, respectively, but self-contained programs for "trainable mentally retarded" and emotionally handicapped students were underfunded by about 50 percent.

Cost of Assessment and Identification

Purpose. In 1980 the Colorado Department of Education responded to a State legislative mandate by funding a study of children identified as having perceptual-communicative disorders (PCD) (Shepard and Smith, 1981). The purpose of this study was to describe and evaluate the procedures used to identify, assess, and place PCD (i.e., learning disabled) students. One component of this study was an analysis of the costs incurred in assessing and identifying these children.

Findings. Two separate cost analyses were undertaken, using independent data sources and separate estimation rules. The cost of identifying the average PCD child during the 1978-79 school year was found to be between $505 and $525. This represented the average amount per pupil attributable to all specialist and personnel time spent in assessment and staffing. When compared to instructional costs for the same school year, the cost of personnel time spent in the assessment and staffing process was found to be roughly equal to the cost of personnel time spent in providing direct services to PCD children. The State of Colorado has since revised its legal definition and eligibility criteria for this category of children.

Cost Benefits of a Transportation Model

Purpose. In 1981 the San Diego East County Special Education Service Region, California, conducted an evaluation of the transportation operations of its districts in response to concerns about rising costs and the need for a new management model for transporting handicapped children. The purpose of this study was to determine whether coordination among districts for routing, scheduling, vehicle usage, and procedures for contracting could improve the efficiency, economy, effectiveness, and safety of transportation services for handicapped children served by the districts (San Diego East County SESR, 1983).

Findings. Study results indicated that although participating districts had effective individual special education pupil transportation operations, substantial operating and economic advantages would result from a coordinated system. Among the benefits of a cooperative transportation operation would be the need for fewer special education buses and drivers and increased efficiency in the management and purchase of services. The authors of the study estimated that cooperating districts could collectively save $300,000 in operating expenses per year and $250,000 in capital expenditures in the near future using a coordinated transportation system.

Conclusion

A range of studies has been conducted at Federal, State, and local levels to carry out their respective responsibilities to evaluate the impact and effectiveness of special education and related services for handicapped children in accordance with the mandates of EHA-B. These studies contribute to the limited but growing body of knowledge from a National, State, and local perspective on the impact and effectiveness of special education and related services. The studies conducted thus far have provided much valuable information on the implementation of EHA-B, identified effective programs and practices in educating handicapped children, and examined cost-effective strategies for meeting the needs of these children. Yet information is not always shared across levels, though local, State, and Federal educational agencies have mutual interests in assessing the effectiveness of efforts to educate handicapped children. All levels need further evaluation studies that focus on the impact and effectiveness of services, but more must be done to promote an exchange of information from these studies. The resultant body of information would enhance the efficacy of all efforts to improve educational opportunities and services for handicapped children.

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Appendix 1

EVALUATION OF THE EDUCATION OF THE HANDICAPPED ACT, AS AMENDED BY P.L. 94-142

This appendix summarizes the specific evaluation activities supported by Special Studies monies from 1976 through 1983. The studies have been designed to provide information requested by Congress concerning the impact and effectiveness of the EHA as described in the fourth chapter of this report.

SPECIAL STUDIES CONTRACTS

	Title	Contractor and Contract Number	Contract Period and Amount
1.	Assessment of State Information Capabilities under P.L. 94-142	Management Analysis Center (MAC), Inc. Cambridge, MA 300-76-0562	9/30/76 - 9/30/77 $298,840

Description: The purpose of this study was to determine the States' capacities to respond to the new reporting requirements inherent in P.L. 94-142. MAC analyzed the data requirements in the law and the reporting forms being developed by program staff. After visiting 27 States to test their capacity to respond, MAC reported on State capacity to provide information in four categories: children, personnel, facilities, and resources. They found capacity was relatively high in the first category and decreased across the remaining categories. They recommended deleting requirements for fiscal data, since States could not respond adequately to such requests.

	Title	Contractor and Contract Number	Contract Period and Amount
2.	Development of a Sampling Procedure for Validating State Counts of Handicapped Children	SRI International Menlo Park, CA 300-76-0513	10/1/76 - 9/30/77 $267,790

Description: The purpose of this study was to develop a sampling plan and a method that could be used by program staff to validate the State counts. SRI International evaluated all previously available data on the incidence of handicapped children and concluded that the data reported by States were at least as accurate as other data sources, if not more so. SRI concluded that procedures for validating the information should be incorporated into the counting procedures themselves. SRI developed a handbook showing States how to do this.

SPECIAL STUDIES CONTRACTS

	Title	Contractor and Contract Number	Contract Period and Amount
3.	An Analysis of Categorical Definitions, Diagnostic Methods, Diagnostic Criteria, and Personnel Utilization in the Classification of Handicapped Children	Council for Exceptional Children Reston, VA 300-76-0515	10/1/76 - 9/30/77 $110,904

Description: The purpose of this study was to determine the extent to which State policies (a) provided for services to children with disabilities other than those provided for under EHA-B, or (b) used varying definitions or eligibility criteria for the same categories of children. CEC found that neither the types of children served nor the definitions varied widely. However, there were some instances in which eligibility criteria did vary.

4.	Implementation of the Individual Education Program	David Nero & Associates Portland, OR 300-74-7915	9/30/76 - 12/30/77 $433,000

Description: The purpose of this study was to estimate the difficulty of implementing the IEP provision of the Act. The work was performed by Nero and Associates and by internal staff. Four States were visited and a variety of individuals affected by the Act were interviewed. The study revealed that (a) similar concerns were identified both in States that already had provisions and in those that did not, and (b) similar concerns were raised by both special education and regular teachers. The findings were used to design technical assistance and inservice training programs.

5.	Analysis of State Data	Team Associates Washington, D.C. 300-76-0540	9/29/76 - 9/11/77 $192,698 9/12/77 - 6/30/78 $175,396

Description: The purpose of this study was to analyze data already available from the States. The work was performed by TEAM Associates and by internal staff. The State data contain all numerical information required in the Act as well as extensive information on policies and procedures. Analysis of the information contained in these State documents and information obtained from Special Studies form the backbone of the Annual Report to Congress.

SPECIAL STUDIES CONTRACTS

	Title	Contractor and Contract Number	Contract Period and Amount
6.	Longitudinal Study of the Impact of P.L. 94-142 on a Select Number of Local Education Agencies	SRI International Menlo Park, CA 300-78-0030	1/16/77 - 9/16/78 $197,707 9/16/78 - 9/15/79 $566,839 9/15/79 - 2/28/81 $498,112 2/28/81 - 10/31/81 $249,993 11/1/81 - 12/15/82 $250,006

Description: The purpose of this study was to follow a small sample of school systems over a five-year period to observe their progress in implementing the Act. Because Congress asked that the annual report describe progress in implementation, this in-depth study of processes was designed to complement the National trends reported by States. In this study, SRI International described the implementation process for the school districts and identified problem areas.

7.	Criteria for Quality	Thomas Buffington Associates Washington, D.C. 300-77-0237	5/19/77 - 2/28/79 $395,162

Description: This study was designed to lay the groundwork for future studies of the quality and effectiveness of P.L. 94-142's implementation. It was conducted by internal staff with the assistance of Thomas Buffington Associates. The study focused on four principal requirements of the law: provision of due process, least restrictive placements, individualized education programs, and prevention of erroneous classification. The study solicited 15 position papers on evaluation approaches for each requirement for LEA self-study guides. Four monographs addressing the evaluation of these four provisions of the law were produced. Each monograph includes the relevant papers and a review by a panel of education practitioners.

SPECIAL STUDIES CONTRACTS

Title	Contractor and Contract Number	Contract Period and Amount
8. National Survey of Individualized Education Programs	Research Triangle Institute (RTI) Research Triangle Park, NC 300-77-0529	1/16/77 - 9/16/78 $197,707 10/1/78 - 9/30/79 $661,979 10/1/79 - 10/30/80 $125,181

Description: The purpose of this study was to determine the nature and quality of the individualized education programs being designed for handicapped children. These programs are at the heart of the service delivery system, and the Congress asked for a survey of them. RTI spent the 1977-78 school year designing a sampling plan and information-gathering techniques. Data collected in school year 1978-79 provided descriptive information about IEP documents. The study found that 95 percent of handicapped children have IEPs. Most IEPs meet minimal requirements of the Act, except for the evaluation component.

9. A Descriptive Study of Teacher Concerns Said to Be Related to P.L. 94-142	Roy Littlejohn & Associates Washington, D.C. 300-76-0328	7/9/76 - 10/30/78 $328,758

Description: The purpose of this study was to assess the array of concerns raised by teachers regarding the effects of the Act on their professional responsibilities. Several concerns were raised by teachers during the course of the FY 1976 study on the implementation of the individualized education program and several have been raised by National teachers' organizations. Roy Littlejohn and Associates organized the concerns into general types and analyzed the relationships between these categories of concerns and the requirements of the Act. They visited six school districts to analyze in detail a small number of examples. Recommendations were made for school districts to provide teachers with more information about P.L. 94-142.

SPECIAL STUDIES CONTRACTS

	Title	Contractor and Contract Number	Contract Period and Amount
10.	Case Study of the Implementation of P.L. 94-142	Education Turnkey Systems Washington, D.C. 300-77-0528	9/30/77 - 5/31/79 $484,452

Description: The purpose of this study was to assess the first year of implementation of the Act. Education Turnkey Systems observed nine local school systems during the 1977-78 school year and the first half of the 1978-79 school year to determine how priorities were established and how implementation decisions were made at each level of the administrative hierarchy. P.L. 94-142's implementation was observed to be well under way at each LEA despite varying levels of resources and organizational differences among sites. Problem areas were identified.

11.	Clarification of P.L. 94-142 for the Classroom Teacher	Research for Better Schools Philadelphia, PA 300-77-0525	10/1/77 - 1/31/78 $24,767

Description: The purpose of this project was to provide regular teachers with accurate information about P.L. 94-142 and its probable effects on their classrooms. A field-tested guide entitled *Clarification of P.L. 94-142 for the Classroom Teacher* was produced by Research for Better Schools for this purpose. The guide contains (1) a self-evaluation pretest; (2) an explanation of the law, its background, purpose, and major provisions; (3) questions most frequently asked by teachers about P.L. 94-142 and their answers; (4) activities to help classroom teachers prepare themselves and their students for implementation of the law; and (5) two appendices, one containing the P.L. 94-142 regulations, and the other an annotated bibliography.

SPECIAL STUDIES CONTRACTS

	Title	Contractor and Contract Number	Contract Period and Amount
12.	Study for Determining the Least Restrictive Environment Placement of Handicapped Children	Applied Management Sciences (AMS) Silver Spring, MD 300-78-0427	9/12/78 - 1/10/80 $369,770

Description: The purpose of this study was to investigate the rules or criteria used by the courts and State hearing officers to determine the placements of handicapped children, the guidance given by States to school districts in making placement decisions, and the actual placement procedures used by school districts. Placement decision rules and interpretations of the Act's least restrictive environment requirement were compared across arenas. Exemplary practices at the State and local educational agency levels were described.

	Title	Contractor and Contract Number	Contract Period and Amount
13.	Special Teens and Parents: Study of P.L. 94-142's Impact	Abt Associates, Inc. Washington, D.C. 300-78-0462	10/1/78 - 9/30/79 $47,220 10/1/79 - 9/30/80 $53,687

Description: This case study was originally intended to continue for five years but was terminated at the end of the second year because of a cutback in Special Studies money. The study examined the impact of P.L. 94-142 on learning disabled secondary students and their families. For four requirements of the law--protection in evaluation, individualized education programs, least restrictive environment, and procedural safeguards--the study investigated how the requirements were implemented by the secondary school special education program, the impact of the school program and practices on the students, and the implications of the experiences of the students for those concerned with the education of learning disabled adolescents.

SPECIAL STUDIES CONTRACTS

	Title	Contractor and Contract Number	Contract Period and Amount
14.	Activist Parents and Their Disabled Children: Study of P.L. 94-142's Impact	American Institutes for Research (AIR) Cambridge, MA 300-78-0463	10/1/78 - 9/30/79 $55,641 10/1/79 - 9/30/80 $63,374

Description: This case study was originally intended to continue for five years but was terminated at the end of the second year because of a cutback in Special Studies money. The study focused on parents who responded energetically to the invitation to activism offered by P.L. 94-142, and examined the benefits of parent activism for the child. Effective strategies were identified and the history of their development described. The cost of parental involvement was described in emotional and economic terms, and program benefits to children were shown.

	Title	Contractor and Contract Number	Contract Period and Amount
15.	The Quality of Educational Services: Study of P.L. 94-142's Impact	Huron Institute Cambridge, MA 300-78-0465	10/1/78 - 9/31/79 $51,239 10/1/79 - 8/31/80 $60,000

Description: This case study was originally intended to continue for five years but was terminated at the end of the second year because of a cutback in Special Studies money. The study examined the extent to which school district implementation of P.L. 94-142 results in quality educational services to the handicapped child and the consequences to the child and family. The first year focused on entry into special education during the preschool years, the emotional consequences of the diagnostic process, parental education about P.L. 94-142, and early programming for preschoolers. The second year focused on factors that influence mutual adaptation between families and school staff.

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SPECIAL STUDIES CONTRACTS

	Title	Contractor and Contract Number	Contract Period and Amount
16.	Children with Different Handicapping Conditions: Study of P.L. 94-142's Impact	Illinois State University Normal, IL 300-78-0461	9/1/78 - 8/31/79 $46,060 9/1/79 - 8/31/80 $55,295

Description: This case study was originally intended to continue for five years but was terminated at the end of the second year because of a cutback in Special Studies money. It focused on differences in the impact of P.L. 94-142 implementation on children with various handicapping conditions and their families. The study looked at the consequences to families from five theoretical perspectives and related these to the provisions and implementation of the Act.

17.	Institutional Responses and Consequences: Study of P.L. 94-142's Impact	High/Scope Educational Research Foundation Ypsilanti, MI 300-78-0464	10/1/78 - 9/30/79 $48,387 10/1/79 - 9/30/80 $56,228

Description: This case study was originally intended to continue for five years but was terminated at the end of the second year because of a cutback in Special Studies money. The study investigated the relationship of school district responses to P.L. 94-142 to handicapped child and family outcomes, such as self-concept, social skills and competencies, academic achievement, and economic activity.

18.	Project to Provide Technical Assistance in Data Analysis	Decision Resources Corporation Washington, D.C. 300-78-0467	10/1/78 - 9/30/79 $142,614 10/1/79 - 9/30/80 $199,714 10/1/80 - 5/31/81 $ 89,919
		300-82-0001	10/1/82 - 9/30/83 $125,071 10/1/83 - 10/31/84 $144,171

Description: The purpose of this project is to analyze data already available from States. The work is being performed by Decision Resources and by internal staff. State data available to SEP annually contain all numerical information required in the Act as well as extensive information on policies and procedures. Analysis of the State data is conducted throughout the year for dissemination to the field and for inclusion in the Annual Report to Congress.

SPECIAL STUDIES CONTRACTS

Title	Contractor and Contract Number	Contract Period and Amount
19. Identification of Future Trends in the Provision of Services to Handicapped Students	Newtek Corporation Reston, VA 300-78-0302	6/1/78 - 9/30/78 $10,000

Description: This project was designed to provide information on potential future changes in values, economics, social institutions, technology, and medicine that may affect the provision of services to handicapped children. In 1978, Newtek Corporation held a conference with experts in the five areas who discussed the trends in their areas and the implications of those trends for the handicapped with panel members representing various aspects of services to the handicapped. Although in many cases the projected trends were too speculative to guide policymaking, the conference highlighted some potentially important trends about which policymakers should be aware. A summary of the conference was published in Focus on Exceptional Children.

20. A Project to Develop BEH Waiver Requirements, Procedures, and Criteria	Planning and Human Systems, Inc. Washington, D.C. 300-78-0128	5/1/78 - 12/15/78 $64,500

Description: States that provide clear and convincing evidence that all handicapped children have a free appropriate public education available to them may receive a partial waiver of the law's fiscal nonsupplant requirement. A six-month study was undertaken by Planning and Human Systems in 1978 to develop guidelines to be used in reviewing a State's request for a waiver. The guidelines were developed based on (1) an evaluation of experiences in conducting a review of a request by Massachusetts for a waiver in 1978; (2) information provided by Federal, State, and local agencies and by State consumer, advocacy, and professional associations; and (3) a review of monitoring procedures used by other Federal agencies.

SPECIAL STUDIES CONTRACTS

	Title	Contractor and Contract Number	Contract Period and Amount
21.	A Study to Evaluate Procedures Undertaken to Prevent Erroneous Classification of Handicapped Children	Applied Management Sciences (AMS) Silver Spring, MD 300-79-0669	10/1/79 - 9/30/80 $200,403 10/1/80 - 9/30/81 $480,092 10/1/81 - 9/30/82 $179,906 10/1/82 - 3/31/83 $37,310

Description: This study focused on describing LEA procedures for identifying, assessing, and placing students to determine whether procedures were in place to prevent the erroneous classification of children, particularly misclassification on the basis of race or culture. AMS collected data from 500 school buildings in 100 school districts and reviewed selected documents for 10,000 individual students. Five topics were addressed: (a) the extent to which LEAs use evaluative data such as adaptive behavior and classroom observations in their assessments; (b) a comparison of evaluation procedures for minority and nonminority students; (c) assessment training needs as identified by the respondents; (d) the extent to which school staff members document evaluation decisions; and (e) the extent to which school systems have students waiting to be evaluated.

	Title	Contractor and Contract Number	Contract Period and Amount
22.	Survey of Special Education Services	Rand Corporation Santa Monica, CA 300-79-0733	10/1/80 - 9/30/81 $225,402

Description: The purpose of this study was to survey and describe the services provided by school districts and the number and nature of services actually received by handicapped children. As a result of cutbacks in Special Studies monies, this contract was terminated at the end of the first year.

SPECIAL STUDIES CONTRACTS

	Title	Contractor and Contract Number	Contract Period and Amount
23.	Study of Student Turnover between Special and Regular Education	SRI International Menlo Park, CA 300-79-0660	10/1/79 - 3/31/81 $220,299

Description: The purpose of this study was to provide information about student flow between special and regular education. SRI International (1) described the characteristics of children leaving special education and the reasons for their departure, (2) identified the extent to which handicapped children transfer successfully into regular education programs, and (3) identified children who may receive treatment of short duration and therefore may not be receiving services when Federal counts are taken.

	Title	Contractor and Contract Number	Contract Period and Amount
24.	Legal Conference on the Surrogate Parent Requirement	Federation for Children with Special Needs Boston, MA 310-1-76-BH-02	5/1/79 - 8/31/79 $35,358

Description: This project investigated the legal issues surrounding P.L. 94-142's surrogate parent requirement and explored as many approaches as possible for responding to these issues. The Federation for Children with Special Needs held a conference in July 1979 that included a person from each of four States involved in the legal aspects of implementing the parent surrogate requirements, two persons from National organizations, and representatives from the General Counsel's Office of HEW, the Justice Department, and program staff. Information provided at this conference, information reported by several States on their experience in implementing the parent surrogate requirement, and independent legal research were used as a basis for analyzing the issues involved. The analysis was used to review the need for policy clarification.

SPECIAL STUDIES CONTRACTS

	Title	Contractor and Contract Number	Contract Period and Amount
25.	Analysis of State and Local Implementation Efforts	Newtek Corporation Reston, VA 300-79-0722	10/1/79 - 5/15/80 $31,854

Description: This study was designed to provide information on the budgetary factors at State and local levels that affect the implementation of P.L. 94-142. The study, conducted by Newtek Corporation, investigated the special education budgetary process at the State level and examined in detail budgetary processes in four LEAs selected on the basis of demography. A guidebook was produced describing the Federal funding process for P.L. 94-142 as well as State and local special education funding processes.

	Title	Contractor and Contract Number	Contract Period and Amount
26.	State/Local Communication Network for Exploring Critical Issues Related to P.L. 94-142	National Association of State Directors of Special Education (NASDSE) Washington, D.C. 300-79-0721	10/1/79 - 9/30/80 $159,175 10/1/80 - 9/30/81 $195,759 10/1/81 - 9/30/82 $151,320 10/1/82 - 9/30/83 $192,249 10/1/83 - 9/30/84 $183,505

Description: The Forum project, conducted by NASDSE, provides a communication network for local, State, and Federal levels. All 50 SEAs and more than 100 LEAs are Forum participants. The project conducts analyses of important issues and practices in SEAs and LEAs to assist SEP in providing technical assistance to the field as specified under Section 617 of EHA. The communication network provides SEP a mechanism for obtaining timely feedback on current and emerging trends related to issues and practices in providing a free appropriate public education to all handicapped children. Technical assistance is also given by the project to participating SEAs and LEAs through the communication network.

SPECIAL STUDIES CONTRACTS

	Title	Contractor and Contract Number	Contract Period and Amount
27.	SEA/LEA Technical Assistance Training	TRISTAR University of North Carolina Chapel Hill, NC 300-79-0661	10/1/79 - 9/30/80 $87,000 10/1/80 - 9/30/81 $73,937

Description: In response to needs identified by SEAs and LEAs for information in specific areas of implementation of P.L. 94-142, SEP funded TRISTAR (a cooperative organization of the North Carolina Department of Public Instruction, the University of North Carolina, and the Wake County Public Schools) in FY 1980 and FY 1981. During its first year, TRISTAR conducted two conferences for SEAs, LEAs, and the Regional Resource Centers on problems and successful practices in the following areas: child count, child find, individualized education programs, and interagency cooperation. The contractor then provided follow-up technical assistance to participants who requested it. In its second year, TRISTAR focused on providing information to educational agencies on how to reduce adversarial relationships between parents and schools. Technical assistance materials were developed by the project, other resources were identified, and a National topical conference was conducted in June 1980.

SPECIAL STUDIES CONTRACTS

	Title	Contractor and Contract Number	Contract Period and Amount
28.	Verification of Procedures to Serve Handicapped Children	Applied Management Sciences (AMS) Silver Spring, MD 300-79-0702	10/1/79 - 8/31/80 $97,939 9/1/80 - 8/31/81 $70,000

Description: This study had two components--an assessment component and a secondary component. The assessment component investigated three processes that influence the timeliness with which a school system conducts evaluations for students who have been identified as potentially handicapped--referral/screening, case coordination, and quality control. This component of the study was conducted in the school districts of three cities of moderate size. A total of 94 personnel involved with the evaluation process participated in the study. The secondary component was conducted in two phases. The first phase examined the class schedules of 458 handicapped students in 11 public high schools in two States for information concerning the number and type of handicapped students who received services, the type of coursework the students took, the extent to which they received services in integrated settings, and the extent to which they received services comparable to those of nonhandicapped students. The second phase of the study involved the identification and documentation of promising strategies for serving secondary handicapped students. Strategies were grouped into the following topics: personnel utilization, special education curriculum development, internal special education strategies, regular education teacher preparation/support, special education student preparation/support, and vocational options.

Appendix 2

DISCRETIONARY PROGRAMS ADMINISTERED BY SPECIAL EDUCATION PROGRAMS

SEP administers 10 discretionary grant/contract programs designed to support and encourage the discovery, development, and dissemination of innovations and improved practices in the education of handicapped children. These discretionary programs complement SEP's direct administrative efforts by focusing on areas of concern such as personnel preparation, early childhood education, education for the severely handicapped, vocational and adult education, media, and technology. Activities funded during fiscal year 1983 are described in the following sections.

Handicapped Children's Early Education Program -- This program, authorized by Section 623 of Part C of the EHA (20 U.S.C. §1423), provides funds for the development, demonstration, and dissemination of experimental educational practices for adoption and adaptation by SEAs, LEAs, and private agencies. There are five components in the program: demonstration projects to introduce innovative approaches; outreach projects to stimulate replication of successful demonstration projects; State implementation grants to develop and implement coordinated statewide plans for serving all preschool handicapped children; early childhood institutes to conduct research; and technical assistance to assist in the demonstration and outreach projects. During fiscal year 1983, SEP funded 163 projects for $16,800,000. It is expected that between 85 and 95 percent of the demonstration programs will continue and that support for their continuation will come from sources other than SEP. It is also expected that the outreach projects will stimulate services to 4,700 previously unserved or underserved preschool handicapped children and their families.

Regional Postsecondary Programs -- The Regional Postsecondary Program, authorized by Section 625 of Part C of the EHA, provides funds for the continuation and expansion of support services needed by the deaf and other handicapped persons so that they may benefit from technical-vocational, postsecondary, or adult education (20 U.S.C. §1424a). During fiscal year 1983, the program funded four Congressionally stipulated projects ($2,389,000) to provide technical-vocational and postsecondary education for deaf persons. Under one project, $75,000 was spent on an Evaluability Assessment of the centers which found satisfactory attainment of program objectives and recommended several ways of improving program functions. In addition, seven grants were awarded for $368,000 to develop and demonstrate model innovative approaches in the provision of support services to, or in the modification of programs for, handicapped students in postsecondary institutions. This program directly provided services to about 5,000 handicapped students and is estimated to have had an impact on tens of thousands more as a result of disseminating the model practices. Further, 80 to 90 percent of the deaf students affected by the program obtained employment or went on to advanced educational opportunities. It is expected that 75 percent of the demonstration grants will generate cost-effective support service models.

Deaf-Blind Program -- The Deaf-Blind program is authorized by Section 622 of Part C of the EHA (20 U.S.C. §1422). Currently, six centers are funded for $10,796,000. These centers provide diagnostic and evaluative services; educational and training services; and consulting and counseling services for parents, teachers, aides, and others working with deaf-blind children. During fiscal year 1983, the Deaf-Blind Program also provided $4,564,000 for 26 projects which focused on the development of models for the integration of deaf-blind children and youth with nonhandicapped children of their own age, deinstitutionalization of deaf-blind children into community placements, design of vocational training for deaf-blind adolescents, development of approaches to total life planning, identification of children at risk of becoming deaf-blind, and adaptation and modification of curriculum.

Severely Handicapped Programs -- Establishment of the Severely Handicapped Children and Youth Program, authorized by Section 624 of Part C of the EHA (20 U.S.C. §1424), was consistent with the EHA mandate that the most severely handicapped children receive priority attention. In fiscal year 1983, 24 demonstration projects were funded at $2,880,000. These projects will result in the development of models for the integration of severely handicapped children into less restrictive environments, innovative educational approaches, education of autistic children, vocational education in technological areas, and designs for comprehensive service delivery to severely handicapped children. It is expected that the projects will provide educational or training services to 2,890 severely handicapped children, inservice training to 2,200 professional and paraprofessional personnel, and guidance and other services to 2,100 parents of severely handicapped children. Finally, it is expected that through replications of these demonstration projects, an additional 2,160 severely handicapped children will receive new or improved educational programs. Although the needs of the severely and profoundly handicapped are both extensive and expensive, Federal initiatives such as these are making continuous progress toward improving services to this priority population of handicapped children.

Personnel Preparation Program -- Part D of the EHA (20 U.S.C. §§1431-1436), authorizes a program which supports the preparation of personnel required to provide all handicapped children a free appropriate public education. In fiscal year 1983, 837 grants were funded at $49,200,047. This program is designed to (a) provide fully trained and certified special education teachers, including early childhood specialists, administrators, supervisors, and speech-educators; (b) train doctoral and postdoctoral teacher trainers, researchers, and administrators; (c) train support personnel, including career educators, recreation specialists, health services personnel, school psychologists, social service providers, physical therapists, and occupational therapists; (d) train SEA personnel and their constituencies; (e) develop innovative instructional models for use by providers of preservice training so that they can train regular classroom teachers; and (f) provide instruction for trainers of volunteers, including parents of handicapped children.

Recruitment and Information Program -- The Recruitment and Information Program authorized by Section 633 of Part D of the EHA (20 U.S.C. §1433) provides a systematic method of disseminating comprehensive information about programs, services, and resources available to handicapped children and youth. Through an outreach program utilizing print, radio, and television, the general public receives information designed to enhance their awareness and acceptance of handicapped people. Recruitment activities include dissemination of information pertaining to the professional training and job opportunities related to the education of handicapped children and youth, as well as the coordination of personnel needs and the availability of appropriate professional training opportunities. In FY 1983 the program funded two contracts to carry out recruitment and information activities nationwide.

Innovation and Development Program -- This program, authorized by Part E of the EHA (20 U.S.C. §§1441-1444), is designed to (1) identify, conduct research, and demonstrate solutions to problems of educating handicapped children; (2) develop and disseminate innovative support systems and techniques to improve the performance of handicapped children, their teachers, and other practitioners serving them; and (3) create mechanisms that will produce the broadest possible dissemination and use of the products of research and development.

The program contains four major components: (1) *field-initiated research*, which in fiscal year 1983 supported 30 new projects and eight continuation projects for $3,500,000 to conduct a wide range of research activities initiated by investigators in the field; (2) *student initiated research*, with $230,000 to fund 26 special education research projects directed by students (primarily doctoral candidates) to enhance research training opportunities in special education graduate training programs and thereby encourage new personnel to enter the field of special education research; (3) *directed research* in which 50 projects about six selected priority area topics not adequately addressed through other funding mechanisms were funded for approximately $6,000,000; and (4) research institutes providing $2,300,000 for relatively long-term and relatively large-scale research, supporting two new institutes on minority handicapped children. The programmatic research on the new information and products developed by the institutes is disseminated to several target audiences, and particularly to direct service providers.

Media Services and Captioned Films -- As authorized by Part F of the EHA (20 U.S.C. §§1451-1454), this program mandates the Captioned Films for the Deaf Program and is also designed to adapt, distribute, develop, and disseminate innovative applications of educational media, materials, and technology for the handicapped. The program has included providing captioned television for the deaf, providing assistance to Recording for the Blind, providing support for the National Theatre of the Deaf, funding two media and materials centers for the handicapped, developing a marketing program, and assisting in the development of new media and technology. During fiscal year 1983, this program provided $12,000,000 for 93 awards. The program represents the primary National effort to make films and television accessible to the deaf and hearing impaired.

Another goal of this program is to assure that appropriate technology is available, of good quality, and used efficiently to improve the education, independent functioning, and employment of handicapped individuals. The marketing activities of the program complement these efforts. They focus on developing innovative materials for handicapped learners and their teachers by providing technical assistance to developers and by increasing the National dissemination of materials not ordinarily distributed by the commercial sector.

Regional Resource Center Program -- The Regional Resource Center (RRC) Program is authorized by Section 621 of Part C of the EHA (20 U.S.C. §1421a). Its purpose is to assist SEAs and LEAs in providing quality, coordinated services to handicapped children. In 1983, the program consisted of six regional centers funded at $4,114,442 that assist States in identifying and solving their most persistent problems in providing quality educational evaluations and programs for handicapped children. By expanding the dissemination of research, technology, and successful practices, the RRCs help States develop the foundation needed to assure the provision and maintenance of full educational opportunities to all handicapped children. The increased emphasis on States to assure the availability of a free appropriate public education while at the same time trying to contain special education costs has resulted in the increased need for the RRC support initiative.

Special Studies Program -- The Special Studies Program authorized by Section 618 of EHA-B (20 U.S.C. §1418) is responsible for describing National progress in the education of handicapped children. During fiscal year 1983, the program supported three projects for $480,000. These projects provided the information for preparing this report to Congress and helped SEAs and LEAs to assess and improve their current policies, procedures, and practices. The studies funded by this program provide an information base for analyzing how effectively the Act is being implemented. The information provided makes it possible to compare variations in children being served, personnel available and needed, and placement of handicapped children across States.

Appendix 3

Table 3A1

NUMBER OF CHILDREN AGES 3-21 YEARS SERVED UNDER P.L. 94-142 BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1982-1983

STATE	ALL CONDITIONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	OTHER HEALTH IMPAIRED	MULTI-HANDI-CAPPED	HARD OF HEARING & DEAF	ORTHO-PEDICALLY IMPAIRED	VISUALLY HANDI-CAPPED	DEAF-BLIND
ALABAMA	80,469	20,898	16,235	34,813	5,909	400	877	678	381	251	27
ALASKA	9,025	5,341	2,582	342	290	34	101	138	150	33	14
ARIZONA	50,663	25,708	11,127	5,890	5,283	662	630	557	590	226	0
ARKANSAS	45,424	19,386	10,348	13,893	539	167	362	430	151	136	12
CALIFORNIA	361,047	198,619	92,056	26,986	9,040	14,071	4,776	6,149	7,033	2,148	189
COLORADO	41,287	19,566	7,627	3,957	7,330	0	1,075	639	614	278	1
CONNECTICUT	62,928	28,427	13,880	5,447	12,681	916	470	686	363	56	3
DELAWARE	11,245	5,941	1,592	1,226	2,227	62	19	82	66	23	7
DISTRICT OF COLUMBIA	1,956	254	1,608	3	13	10	2	61	2	2	1
FLORIDA	147,567	58,104	46,255	22,278	15,302	1,568	78	1,400	1,901	632	49
GEORGIA	109,674	35,700	26,649	27,384	16,656	580	196	1,151	868	484	6
HAWAII	12,161	8,146	1,961	1,204	380	2	121	201	93	52	1
IDAHO	17,260	8,233	4,350	2,906	503	423	192	274	306	71	2
ILLINOIS	223,361	91,159	74,179	31,266	21,518	1,352	702	1,307	1,383	463	33
INDIANA	92,965	27,261	40,832	20,511	2,319	25	586	727	416	277	11
IOWA	55,329	21,340	14,658	11,986	4,612	204	706	779	848	202	17
KANSAS	42,227	16,153	14,030	6,394	3,962	0	0	462	679	205	342
KENTUCKY	70,022	19,985	24,709	20,457	2,122	523	807	495	892	317	15
LOUISIANA	80,532	39,544	20,678	12,509	3,691	1,673	585	984	499	302	7
MAINE	24,829	8,954	6,130	4,397	3,694	243	662	287	326	133	3
MARYLAND	88,076	48,289	24,197	6,998	3,066	539	2,824	1,029	774	356	2
MASSACHUSETTS	124,163	43,829	28,557	26,322	17,010	1,739	2,732	1,738	1,367	745	124
MICHIGAN	145,375	55,465	44,081	17,893	19,498	0	131	2,790	4,684	873	0
MINNESOTA	76,990	34,748	19,013	13,421	5,800	866	0	1,432	1,296	398	19
MISSISSIPPI	49,515	16,787	16,697	14,748	411	0	197	294	272	95	14
MISSOURI	96,992	36,224	33,202	16,999	6,926	704	817	921	842	274	83
MONTANA	14,782	7,204	4,788	1,435	642	127	286	126	114	52	8
NEBRASKA	30,023	12,227	9,246	5,544	1,796	0	336	366	400	106	0
NEVADA	12,707	6,999	3,113	945	653	226	312	171	223	64	1
NEW HAMPSHIRE	12,074	7,817	2,198	832	898	178	70	4	76	1	0
NEW JERSEY	157,016	62,734	61,280	10,179	14,714	1,477	3,869	1,574	1,132	332	25
NEW MEXICO *	25,831	12,237	6,789	2,684	2,094	96	1,304	256	293	75	24
NEW YORK	234,314	115,125	37,660	29,790	37,480	4,927	3,301	2,632	1,868	1,531	0
NORTH CAROLINA	116,294	46,964	25,742	32,045	5,061	1,054	785	1,307	847	479	10
NORTH DAKOTA	10,314	4,338	3,556	1,723	294	78	0	176	102	46	1
OHIO	192,214	72,031	56,932	47,436	5,976	0	2,778	2,609	3,536	866	48
OKLAHOMA	63,995	28,624	20,386	11,686	963	182	1,012	964	353	200	25
OREGON	41,052	23,429	11,585	2,330	2,032	435	0	325	759	157	0
PENNSYLVANIA	177,905	60,379	61,401	38,444	12,052	8	5	2,942	1,322	1,343	9
PUERTO RICO	34,110	1,052	1,206	20,429	745	2,079	2,434	2,226	396	2,868	55
RHODE ISLAND	18,146	11,694	3,336	1,324	1,125	205	43	159	200	53	7
SOUTH CAROLINA	70,386	20,854	19,596	21,667	5,682	150	288	927	798	411	13
SOUTH DAKOTA	11,300	3,560	5,413	1,236	281	51	392	207	122	33	6
TENNESSEE	104,623	42,779	32,998	19,772	2,443	1,448	1,623	1,894	1,061	614	13
TEXAS	272,999	150,431	66,468	24,053	15,284	5,168	6,281	656	3,104	1,498	54
UTAH	37,384	13,599	8,341	2,778	10,494	211	1,312	292	197	121	39
VERMONT	7,053	2,863	2,398	1,238	270	86	24	87	57	30	0
VIRGINIA	97,556	38,604	30,701	16,527	6,364	313	2,500	1,264	680	606	17
WASHINGTON	60,837	31,190	13,223	8,182	3,753	1,407	947	1,069	781	274	11
WEST VIRGINIA	41,136	14,703	12,616	10,568	1,352	838	160	330	335	222	2
WISCONSIN	69,926	27,215	17,850	12,054	9,460	398	557	961	1,085	318	28
WYOMING	9,837	4,964	2,603	777	922	155	196	82	84	49	3
AMERICAN SAMOA	244	1	50	161	0	2	9	13	2	3	3
GUAM	1,598	530	180	820	13	10	4	14	17	10	0
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	1,006	220	245	543	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	4,849	2,531	1,047	723	251	33	199	34	17	14	0
U.S. AND TERRITORIES	4,052,595	1,723,759	1,120,176	678,054	313,876	48,104	50,367	49,119	46,459	21,298	1,383

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* THESE ARE NEW MEXICO'S CHILD COUNT FIGURES. HOWEVER, NEW MEXICO DOES NOT PARTICIPATE IN P.L. 94-142.

Table 3A2

NUMBER OF CHILDREN AGES 3-5 YEARS SERVED UNDER P.L. 94-142 BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1982-1983

STATE	ALL CONDITIONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	OTHER HEALTH IMPAIRED	MULTI-HANDI-CAPPED	HARD OF HEARING & DEAF	ORTHO-PEDICALLY IMPAIRED	VISUALLY HANDI-CAPPED	DEAF-BLIND
ALABAMA	2,341	34	1,979	179	16	1	60	48	19	2	3
ALASKA	739	57	562	37	3	7	20	15	32	6	0
ARIZONA	1,651	83	1,228	165	32	2	78	27	33	3	0
ARKANSAS	2,502	32	2,103	117	13	49	71	76	29	12	0
CALIFORNIA	18,043	2,012	10,649	2,176	131	385	716	740	1,060	157	17
COLORADO	1,783	285	1,015	82	103	0	148	68	63	19	0
CONNECTICUT	3,375	302	2,394	190	178	97	64	69	50	11	0
DELAWARE	670	228	265	87	48	25	4	2	8	5	0
DISTRICT OF COLUMBIA	514	3	475	1	11	10	1	8	2	2	1
FLORIDA	6,903	173	5,273	596	174	104	6	188	309	78	2
GEORGIA	5,970	73	4,727	603	304	32	29	83	98	21	0
HAWAII	436	227	74	40	4	1	38	23	20	9	0
IDAHO	600	53	294	131	11	44	9	9	40	9	0
ILLINOIS	20,404	2,729	15,262	710	865	122	315	160	201	35	5
INDIANA	4,728	59	4,345	190	8	2	116	40	5	3	0
IOWA	5,047	94	3,465	884	87	27	128	104	222	33	3
KANSAS	2,919	160	2,288	177	59	0	0	44	102	24	65
KENTUCKY	3,583	56	3,178	164	14	38	43	34	42	12	2
LOUISIANA	5,423	157	3,223	1,126	42	384	173	180	99	39	0
MAINE	2,171	98	1,420	270	106	32	103	41	70	29	2
MARYLAND	5,448	391	3,829	318	63	57	454	102	195	39	0
MASSACHUSETTS	6,038	2,131	1,389	1,280	827	85	133	84	67	36	6
MICHIGAN	12,840	1,495	9,058	646	351	0	12	319	879	80	0
MINNESOTA	7,460	770	4,968	778	253	77	0	215	311	84	4
MISSISSIPPI	1,323	19	1,078	132	1	0	33	10	47	5	0
MISSOURI	6,504	495	5,207	185	204	42	308	53	48	23	39
MONTANA	1,501	80	1,239	84	6	7	41	20	18	6	0
NEBRASKA	2,605	131	1,874	262	40	0	104	64	110	20	0
NEVADA	610	66	353	26	5	2	118	23	10	6	1
NEW HAMPSHIRE	684	31	547	17	5	25	41	0	18	0	0
NEW JERSEY	6,779	631	4,941	199	157	180	386	106	118	47	14
NEW MEXICO *	1,094	30	643	163	60	22	97	14	52	11	2
NEW YORK	7,444	696	4,726	424	415	662	103	174	138	106	0
NORTH CAROLINA	6,012	99	5,059	482	46	47	87	78	90	22	2
NORTH DAKOTA	764	63	542	77	8	14	0	27	25	8	0
OHIO	6,820	168	5,345	293	41	0	306	433	191	40	3
OKLAHOMA	5,505	181	4,370	203	18	22	446	107	99	47	10
OREGON	1,325	50	1,135	37	2	16	0	20	49	16	0
PENNSYLVANIA	7,054	539	5,380	600	156	0	0	169	135	52	1
PUERTO RICO	1,671	88	529	271	98	220	284	135	38	66	12
RHODE ISLAND	1,039	329	491	90	37	11	9	24	38	10	0
SOUTH CAROLINA	4,682	27	3,727	501	43	58	133	69	80	22	2
SOUTH DAKOTA	1,667	95	1,324	50	7	3	111	34	33	10	0
TENNESSEE	8,267	233	7,007	297	45	33	252	185	167	39	9
TEXAS	20,825	3,223	14,004	1,196	198	531	797	83	556	214	23
UTAH	2,231	231	1,217	201	213	38	244	27	49	9	2
VERMONT	644	24	510	81	1	8	4	5	4	7	0
VIRGINIA	8,726	344	6,331	861	57	107	870	138	133	77	8
WASHINGTON	4,463	287	2,795	651	116	63	183	154	185	29	0
WEST VIRGINIA	2,082	94	1,612	181	18	33	42	34	52	16	0
WISCONSIN	7,432	77	5,972	384	214	17	172	198	346	43	9
WYOMING	467	40	383	14	5	8	8	1	4	3	1
AMERICAN SAMOA	11	0	2	2	0	1	3	2	1	0	0
GUAM	31	2	14	7	0	1	4	0	3	0	0
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	0	0	0	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	283	17	217	15	3	12	16	2	0	1	0
U.S. AND TERRITORIES	242,113	20,090	172,035	18,693	5,884	3,764	7,795	5,106	6,793	1,703	246

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* THESE ARE NEW MEXICO'S CHILD COUNT FIGURES. HOWEVER, NEW MEXICO DOES NOT PARTICIPATE IN P.L. 94-142.

Table 3A3

NUMBER OF CHILDREN AGES 6-17 YEARS SERVED UNDER P.L. 94-142
BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1982-1983

STATE	ALL CONDITIONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	OTHER HEALTH IMPAIRED	MULTI-HANDI-CAPPED	HARD OF HEARING & DEAF	ORTHO-PEDICALLY IMPAIRED	VISUALLY HANDI-CAPPED	DEAF-BLIND
ALABAMA	72,891	19,849	14,217	31,018	5,570	355	715	583	324	238	22
ALASKA	7,994	5,096	2,013	256	274	24	72	109	110	26	14
ARIZONA	46,797	24,679	9,874	4,916	5,054	554	493	482	531	214	0
ARKANSAS	41,462	18,695	8,225	13,047	519	116	281	336	111	121	11
CALIFORNIA	327,241	190,001	80,907	19,460	8,316	12,940	3,342	4,895	5,379	1,849	152
COLORADO	37,967	18,609	6,605	3,432	6,972	0	863	710	519	257	0
CONNECTICUT	54,101	26,357	11,410	3,958	10,524	704	361	483	261	43	0
DELAWARE	10,118	5,493	1,328	1,024	2,080	33	14	76	57	15	0
DISTRICT OF COLUMBIA	1,419	234	1,128	2	2	0	1	52	0	0	0
FLORIDA	135,673	56,338	40,776	19,205	14,811	1,370	64	1,039	1,496	541	33
GEORGIA	100,257	34,756	21,873	24,713	16,074	532	161	967	729	448	4
HAWAII	11,438	7,735	1,883	1,071	386	1	80	170	68	43	1
IDAHO	15,963	8,180	4,055	2,705	465	93	17	240	156	52	0
ILLINOIS	195,332	85,641	58,630	27,696	19,207	1,165	342	1,108	1,121	401	21
INDIANA	85,855	26,435	36,367	19,007	2,280	21	442	662	380	271	10
IOWA	47,437	20,223	11,146	9,766	4,331	152	453	623	575	159	9
KANSAS	37,626	15,457	11,585	5,537	3,698	0	0	392	542	176	239
KENTUCKY	64,218	19,282	21,494	19,017	2,030	453	693	420	924	293	12
LOUISIANA	71,971	38,209	17,393	9,759	3,566	1,233	363	746	386	311	5
MAINE	21,608	8,486	4,881	3,734	2,444	189	904	230	243	96	1
MARYLAND	78,034	46,022	20,083	5,246	2,762	433	1,813	849	515	311	0
MASSACHUSETTS	112,784	39,813	25,940	23,910	15,451	1,579	2,481	1,579	1,241	677	113
MICHIGAN	125,716	51,304	34,904	14,720	18,353	0	48	2,231	3,441	715	0
MINNESOTA	66,470	32,758	14,006	11,209	5,285	771	0	1,177	949	300	13
MISSISSIPPI	46,012	16,067	15,569	13,252	402	0	154	265	205	86	12
MISSOURI	87,469	34,754	27,884	15,383	6,461	630	520	827	724	242	44
MONTANA	12,751	6,832	3,531	1,196	615	116	217	100	92	44	8
NEBRASKA	26,012	11,544	7,348	4,623	1,696	0	200	280	267	74	0
NEVADA	11,551	6,581	2,749	815	632	205	179	133	209	48	0
NEW HAMPSHIRE	10,919	7,462	1,647	718	861	149	23	4	54	1	0
NEW JERSEY	144,939	80,038	56,146	8,356	13,762	1,193	2,929	1,303	941	263	8
NEW MEXICO *	23,624	11,685	6,090	2,153	1,962	72	1,124	230	231	57	20
NEW YORK	215,138	110,538	32,758	24,804	35,062	4,000	2,996	2,095	1,957	1,326	0
NORTH CAROLINA	105,121	47,154	20,632	28,536	4,886	950	653	1,167	706	426	7
NORTH DAKOTA	9,206	4,138	3,005	1,471	281	62	0	144	69	35	1
OHIO	179,125	70,117	51,378	43,780	5,698	0	2,262	1,929	3,136	783	42
OKLAHOMA	56,963	27,669	16,001	10,818	931	158	551	428	243	149	15
OREGON	38,134	22,672	10,400	1,905	1,893	326	0	274	532	132	0
PENNSYLVANIA	161,338	57,334	55,625	32,371	11,240	6	5	2,497	1,057	1,195	8
PUERTO RICO	24,749	1,731	461	16,078	668	1,025	1,789	1,347	325	1,286	39
RHODE ISLAND	16,309	10,933	2,839	991	1,029	186	26	114	151	34	6
SOUTH CAROLINA	62,711	20,203	15,789	19,131	5,510	87	140	799	670	372	10
SOUTH DAKOTA	9,160	3,286	4,038	1,031	259	36	241	161	80	22	6
TENNESSEE	90,691	40,238	25,879	17,078	2,162	1,292	1,152	1,547	804	537	2
TEXAS	242,795	141,680	52,387	20,354	14,606	4,440	5,169	537	2,378	1,217	27
UTAH	34,420	13,266	7,103	2,366	10,103	168	869	259	142	111	33
VERMONT	6,225	2,752	1,879	1,095	263	71	17	76	50	22	0
VIRGINIA	84,725	37,046	24,194	13,791	6,052	184	1,405	1,058	488	501	8
WASHINGTON	53,982	29,869	10,304	6,671	3,512	1,278	653	877	572	236	10
WEST VIRGINIA	37,421	14,120	10,928	9,449	1,295	781	102	282	255	207	2
WISCONSIN	59,095	28,002	11,819	10,105	6,856	355	320	684	661	259	14
WYOMING	9,031	4,741	2,219	671	877	143	181	78	78	42	1
AMERICAN SAMOA	214	1	48	145	0	1	6	8	1	1	3
GUAM	1,486	501	164	787	13	8	0	13	10	10	0
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	909	220	237	452	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	4,243	2,355	807	823	223	19	161	31	14	10	0
U.S. AND TERRITORIES	3,636,840	1,643,201	942,281	585,387	293,224	40,659	37,647	39,686	36,380	17,289	988

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* THESE ARE NEW MEXICO'S CHILD COUNT FIGURES. HOWEVER, NEW MEXICO DOES NOT PARTICIPATE IN P.L. 94-142.

Table 3A4

NUMBER OF CHILDREN AGES 18-21 YEARS SERVED UNDER P.L. 94-142
BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1982-1983

STATE	ALL CONDITIONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	OTHER HEALTH IMPAIRED	MULTI-HANDI-CAPPED	HARD OF HEARING & DEAF	ORTHO-PEDICALLY IMPAIRED	VISUALLY HANDI-CAPPED	DEAF-BLIND
ALABAMA	5,237	1,015	39	3,618	323	44	102	47	38	11	2
ALASKA	292	188	7	49	13	3	9	14	8	1	0
ARIZONA	2,215	946	25	809	197	108	49	48	26	9	0
ARKANSAS	1,480	659	20	729	7	2	10	18	11	3	1
CALIFORNIA	15,763	6,606	500	5,330	593	746	718	514	594	142	20
COLORADO	1,537	672	7	443	255	0	64	61	32	2	1
CONNECTICUT	5,452	1,768	76	1,299	1,979	115	45	113	52	2	3
DELAWARE	457	222	1	115	99	4	1	4	1	3	7
DISTRICT OF COLUMBIA	23	17	5	0	0	0	0	1	0	0	0
FLORIDA	4,991	1,593	206	2,477	317	94	8	173	96	13	14
GEORGIA	3,447	871	49	2,068	278	16	6	101	41	15	2
HAWAII	287	164	4	93	10	0	3	8	5	0	0
IDAHO	697	0	1	70	27	286	166	25	110	10	2
ILLINOIS	7,625	2,789	387	2,860	1,446	65	45	39	61	27	6
INDIANA	2,382	787	120	1,354	51	2	28	25	31	3	1
IOWA	2,845	1,023	45	1,315	194	25	125	52	51	10	5
KANSAS	1,682	536	157	680	206	0	0	26	35	5	38
KENTUCKY	2,221	647	37	1,276	78	32	71	41	26	12	1
LOUISIANA	3,138	1,178	62	1,624	83	56	49	58	14	12	2
MAINE	1,050	370	29	393	144	22	55	16	13	8	0
MARYLAND	4,594	1,876	285	1,434	241	49	557	78	64	8	2
MASSACHUSETTS	5,341	1,885	1,228	1,132	732	75	118	75	59	32	5
MICHIGAN	6,819	2,666	119	2,487	794	0	71	240	364	78	0
MINNESOTA	3,060	1,220	37	1,434	262	18	0	40	36	11	2
MISSISSIPPI	2,180	701	52	1,364	8	0	10	19	20	4	2
MISSOURI	3,019	975	111	1,431	261	32	89	41	70	9	0
MONTANA	530	292	18	155	21	4	28	6	4	2	0
NEBRASKA	1,406	552	24	659	60	0	32	42	23	14	0
NEVADA	546	352	11	104	16	19	15	15	4	10	0
NEW HAMPSHIRE	471	324	4	97	32	4	6	0	4	0	0
NEW JERSEY	5,298	3,065	193	1,624	795	104	254	165	73	22	3
NEW MEXICO *	1,113	522	56	348	72	1	83	12	10	7	2
NEW YORK	11,732	3,891	176	4,562	2,003	285	202	383	173	97	0
NORTH CAROLINA	5,161	1,711	51	3,027	129	57	45	62	49	29	1
NORTH DAKOTA	344	137	9	175	5	2	0	5	8	3	0
OHIO	6,269	1,746	209	3,363	237	0	210	247	211	43	3
OKLAHOMA	1,527	774	15	665	14	2	13	29	11	4	0
OREGON	1,593	707	50	388	137	93	0	31	178	9	0
PENNSYLVANIA	9,513	2,506	396	5,473	654	2	0	256	130	96	0
PUERTO RICO	7,890	33	216	4,080	19	834	391	744	33	1,336	4
RHODE ISLAND	798	432	6	243	59	8	8	21	11	9	1
SOUTH CAROLINA	3,013	624	80	2,035	129	5	15	59	48	17	1
SOUTH DAKOTA	473	179	51	155	15	12	40	12	9	0	0
TENNESSEE	5,665	2,308	110	2,397	236	123	219	122	110	38	2
TEXAS	9,379	5,528	77	2,503	480	197	315	38	170	67	4
UTAH	733	102	21	211	178	5	199	6	6	1	4
VERMONT	184	87	9	62	6	7	3	6	3	1	0
VIRGINIA	4,105	1,214	176	2,075	255	22	225	68	41	28	1
WASHINGTON	2,392	1,034	124	860	125	66	111	38	24	9	1
WEST VIRGINIA	1,633	489	76	938	39	24	16	14	28	9	0
WISCONSIN	3,399	1,136	59	1,565	390	26	65	79	58	16	5
WYOMING	339	183	1	92	40	4	9	3	2	4	1
AMERICAN SAMOA	19	0	0	14	0	0	0	3	0	2	0
GUAM	81	27	2	46	0	1	0	1	4	0	0
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	99	0	8	91	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	323	159	23	85	25	2	22	1	3	3	0
U.S. AND TERRITORIES	173,642	60,466	5,760	73,974	14,768	3,681	4,925	4,325	3,286	2,309	149

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* THESE ARE NEW MEXICO'S CHILD COUNT FIGURES. HOWEVER, NEW MEXICO DOES NOT PARTICIPATE IN P.L. 94-142.

Table 3A5

NUMBER OF CHILDREN AGES 0-20 YEARS SERVED UNDER P.L. 89-313 BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1982-1983

STATE	ALL CONDITIONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	OTHER HEALTH IMPAIRED	MULTI-HANDI-CAPPED	HARD OF HEARING & DEAF	ORTHO-PEDICALLY IMPAIRED	VISUALLY HANDI-CAPPED	DEAF-BLIND
ALABAMA	1,140	1	0	173	206	1	102	458	0	172	27
ALASKA	2,992	1,485	792	323	72	24	117	62	93	23	1
ARIZONA	1,199	2	68	112	3	0	223	486	157	148	0
ARKANSAS	3,580	50	145	2,120	69	82	391	309	270	133	11
CALIFORNIA	3,271	77	0	1,614	417	0	0	1,068	0	55	40
COLORADO	3,839	88	169	1,838	266	0	954	179	201	53	91
CONNECTICUT	3,082	925	16	761	406	2	8	301	0	663	0
DELAWARE	3,160	729	155	889	716	63	12	212	245	104	35
DISTRICT OF COLUMBIA	3,853	1,375	172	1,234	684	57	92	22	138	41	38
FLORIDA	8,042	1	1	5,259	1,775	1	0	686	159	138	22
GEORGIA	2,881	22	133	830	756	116	160	696	45	122	1
HAWAII	715	43	1	310	58	7	66	47	121	11	51
IDAHO	413	0	0	42	15	0	106	156	0	90	4
ILLINOIS	38,408	5,646	1,605	13,280	10,166	370	432	2,891	3,009	937	72
INDIANA	7,263	173	528	3,678	456	257	872	635	402	249	13
IOWA	780	0	0	263	137	3	51	282	5	39	0
KANSAS	1,932	37	244	385	361	51	405	309	40	72	28
KENTUCKY	3,148	79	213	1,284	234	85	488	448	169	144	4
LOUISIANA	5,477	163	23	3,233	534	96	410	723	166	107	22
MAINE	1,656	20	6	770	531	8	76	116	103	18	8
MARYLAND	2,803	77	12	945	530	21	415	471	54	229	49
MASSACHUSETTS	14,317	5,055	3,291	3,035	1,960	200	315	201	158	86	16
MICHIGAN	10,396	2	0	9,118	902	10	56	269	0	39	0
MINNESOTA	668	0	0	368	55	0	4	203	0	24	14
MISSISSIPPI	1,368	1	99	633	11	1	30	341	81	138	33
MISSOURI	2,992	0	0	2,531	91	0	0	254	0	116	0
MONTANA	433	4	2	80	41	0	37	121	0	131	17
NEBRASKA	425	0	0	125	91	0	11	148	0	42	8
NEVADA	619	42	119	102	137	116	57	4	41	1	0
NEW HAMPSHIRE	2,069	403	127	587	299	48	165	272	61	102	5
NEW JERSEY	4,465	2	0	2,284	540	31	172	454	81	889	12
NEW MEXICO	503	0	0	118	70	0	42	166	15	59	33
NEW YORK	30,521	1,628	4,001	8,020	6,745	986	3,581	2,454	2,479	471	156
NORTH CAROLINA	4,292	55	66	1,195	538	132	895	998	168	213	32
NORTH DAKOTA	488	2	44	197	3	35	0	81	79	34	13
OHIO	10,020	0	0	9,366	326	0	37	174	0	117	0
OKLAHOMA	1,824	1	3	896	78	48	279	288	81	138	16
OREGON	5,149	30	29	2,451	533	134	116	1,083	174	556	43
PENNSYLVANIA	18,372	3,034	283	7,958	4,607	0	0	1,223	797	470	0
PUERTO RICO	1,063	0	0	730	50	20	118	11	126	8	0
RHODE ISLAND	443	35	1	174	40	5	62	81	21	14	10
SOUTH CAROLINA	1,319	76	0	737	28	0	134	264	3	77	0
SOUTH DAKOTA	541	3	0	245	39	9	0	97	112	28	8
TENNESSEE	1,468	25	0	473	410	4	106	332	1	103	14
TEXAS	16,344	337	76	6,716	2,423	297	1,245	4,210	421	501	118
UTAH	1,584	12	34	381	129	23	146	537	86	230	6
VERMONT	2,256	110	297	1,325	123	30	172	119	63	14	3
VIRGINIA	3,157	10	2	351	359	156	590	351	59	1,269	10
WASHINGTON	3,458	96	288	1,218	196	129	793	316	289	106	27
WEST VIRGINIA	1,282	16	158	498	60	85	166	160	58	81	0
WISCONSIN	2,293	9	174	1,180	138	107	142	284	110	133	16
WYOMING	1,307	131	561	186	56	72	119	45	93	26	18
AMERICAN SAMOA	-	-	-	-	-	-	-	-	-	-	-
GUAM	433	0	63	93	50	2	115	73	2	22	13
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	229	0	0	83	35	0	29	47	11	12	12
BUR. OF INDIAN AFFAIRS	-	-	-	-	-	-	-	-	-	-	-
U.S. AND TERRITORIES	245,732	22,112	14,021	102,777	39,555	3,922	15,112	26,218	11,047	9,798	1,170

Table 3A6

NUMBER AND CHANGE IN NUMBER OF CHILDREN AGES 3-21 YEARS SERVED UNDER P.L. 89-313 AND P.L. 94-142

ALL CONDITIONS

STATE	NUMBER 1976-77	NUMBER 1981-82	NUMBER 1982-83	CHANGES IN NUMBER SERVED 1982-83 - 1976-77	CHANGES IN NUMBER SERVED 1982-83 - 1981-82	PERCENT CHANGE IN NUMBER SERVED 1982-83 - 1976-77	PERCENT CHANGE IN NUMBER SERVED 1982-83 - 1981-82
ALABAMA	53,987	76,397	81,609	27,623	5,212	51.2	6.8
ALASKA	9,597	11,007	12,017	2,420	1,010	25.2	9.2
ARIZONA	43,045	52,137	51,862	8,817	-275	20.5	-0.5
ARKANSAS	28,487	49,863	49,004	20,518	-859	72.0	-1.7
CALIFORNIA	332,291	359,888	364,318	32,027	4,430	9.6	1.2
COLORADO	47,943	46,147	45,126	-2,817	-1,021	-5.9	-2.2
CONNECTICUT	62,085	66,311	66,010	3,926	-301	6.3	-0.5
DELAWARE	14,307	14,440	14,405	99	-35	0.7	-0.2
DISTRICT OF COLUMBIA	9,261	6,129	5,809	-3,452	-320	-37.3	-5.2
FLORIDA	117,257	149,838	155,609	38,352	5,771	32.7	3.9
GEORGIA	85,209	115,779	112,555	27,346	-3,224	32.1	-2.8
HAWAII	10,544	12,678	12,876	2,332	198	22.1	1.6
IDAHO	14,573	17,154	17,673	3,101	519	21.3	3.0
ILLINOIS	229,797	255,795	261,769	31,973	5,974	13.9	2.3
INDIANA	87,644	97,647	100,228	12,584	2,581	14.4	2.6
IOWA	51,055	56,894	56,109	5,054	-785	9.9	-1.4
KANSAS	37,623	42,544	44,159	6,537	1,615	17.4	3.8
KENTUCKY	57,057	72,057	73,170	16,113	1,113	28.2	1.5
LOUISIANA	86,989	81,879	86,009	-980	4,130	-1.1	5.0
MAINE	23,701	25,947	26,485	2,784	538	11.7	2.1
MARYLAND	84,184	93,296	90,879	6,696	-2,417	8.0	-2.6
MASSACHUSETTS	131,992	139,747	138,480	6,489	-1,267	4.9	-0.9
MICHIGAN	153,113	154,061	155,771	2,659	1,710	1.7	1.1
MINNESOTA	72,136	77,916	77,658	5,523	-258	7.7	-0.3
MISSISSIPPI	29,219	49,456	50,883	21,665	1,427	74.1	2.9
MISSOURI	94,387	100,931	99,984	5,597	-947	5.9	-0.9
MONTANA	8,610	14,279	15,215	6,606	936	76.7	6.6
NEBRASKA	25,270	31,612	30,448	5,178	-1,364	20.5	-4.3
NEVADA	11,133	12,456	13,326	2,193	870	19.7	7.0
NEW HAMPSHIRE	9,916	14,179	14,143	4,227	-36	42.6	-0.3
NEW JERSEY	145,077	163,686	161,481	16,404	-2,205	11.3	-1.3
NEW MEXICO	15,149	24,454	26,334	11,185	1,880	73.8	7.7
NEW YORK	240,250	250,404	264,835	24,585	14,431	10.2	5.8
NORTH CAROLINA	98,035	120,041	120,586	22,551	545	23.0	0.5
NORTH DAKOTA	8,976	10,212	10,802	1,826	590	20.3	5.8
OHIO	168,314	210,445	202,234	33,920	-8,211	20.2	-3.9
OKLAHOMA	44,181	65,479	65,819	21,639	340	49.0	0.5
OREGON	37,258	45,278	46,201	8,943	923	24.0	2.0
PENNSYLVANIA	206,792	190,919	196,277	-10,515	5,358	-5.1	2.8
PUERTO RICO	11,200	27,852	35,173	23,973	7,321	214.0	26.3
RHODE ISLAND	15,971	18,435	18,589	2,619	154	16.4	0.8
SOUTH CAROLINA	72,357	69,476	71,705	-652	2,229	-0.9	3.2
SOUTH DAKOTA	9,936	11,522	11,841	1,905	319	19.2	2.8
TENNESSEE	99,251	102,459	106,091	6,841	3,632	6.9	3.5
TEXAS	233,552	281,873	289,343	55,791	7,470	23.9	2.7
UTAH	37,204	37,584	38,969	1,765	1,384	4.7	3.7
VERMONT	6,382	11,563	9,309	2,928	-2,254	45.9	-19.5
VIRGINIA	77,616	98,571	100,713	23,098	1,142	29.8	1.1
WASHINGTON	57,705	63,916	64,295	6,590	379	11.4	0.6
WEST VIRGINIA	30,135	39,554	42,418	12,283	2,864	40.8	7.2
WISCONSIN	58,019	71,593	72,219	14,200	626	24.5	0.9
WYOMING	7,261	10,844	11,144	3,884	300	53.5	2.8
AMERICAN SAMOA	139	204	244	106	40	76.2	19.6
GUAM	2,597	2,123	2,031	-566	-92	-21.8	-4.3
NORTHERN MARIANAS	-	-	-	-	-	-	-
TRUST TERRITORIES	1,120	-	-	-	-	-	-
VIRGIN ISLANDS	1,712	272	1,237	-475	965	-27.7	354.8
BUR. OF INDIAN AFFAIRS	-	4,859	4,849	-	-10	-	-0.2
U.S. AND TERRITORIES	3,708,588	4,233,282	4,298,327	589,739	65,046	15.9	1.5

(Continued)

Table 3A6

NUMBER AND CHANGE IN NUMBER OF CHILDREN AGES 3-21 YEARS SERVED UNDER P.L. 89-313 AND P.L. 94-142

LEARNING DISABLED

STATE	NUMBER 1976-77	NUMBER 1981-82	NUMBER 1982-83	CHANGES IN NUMBER SERVED 1982-83 - 1976-77	CHANGES IN NUMBER SERVED 1982-83 - 1981-82	PERCENT CHANGE IN NUMBER SERVED 1982-83 - 1976-77	PERCENT CHANGE IN NUMBER SERVED 1982-83 - 1981-82
ALABAMA	5,436	19,868	20,899	15,463	1,031	284.5	5.2
ALASKA	3,927	6,135	6,826	2,900	691	73.8	11.3
ARIZONA	17,214	25,376	25,710	8,496	334	49.4	1.3
ARKANSAS	5,072	18,539	19,436	14,365	897	283.2	4.8
CALIFORNIA	74,404	190,727	198,696	124,293	7,969	167.1	4.2
COLORADO	16,661	20,937	19,654	2,994	-1,283	18.0	-6.1
CONNECTICUT	19,201	29,489	29,352	10,152	-137	52.9	-0.5
DELAWARE	4,392	6,520	6,670	2,279	150	51.9	2.3
DISTRICT OF COLUMBIA	1,661	1,916	1,629	-32	-287	-1.9	-15.0
FLORIDA	31,850	55,782	58,105	26,256	2,323	82.4	4.2
GEORGIA	15,744	35,274	35,722	19,979	448	126.9	1.3
HAWAII	4,880	7,897	8,189	3,309	292	67.8	3.7
IDAHO	5,604	8,222	8,233	2,630	11	46.9	0.1
ILLINOIS	53,328	87,718	96,805	43,478	9,087	81.5	10.4
INDIANA	5,422	25,126	27,434	22,012	2,308	406.0	9.2
IOWA	17,553	22,347	21,340	3,788	-1,007	21.6	-4.5
KANSAS	8,425	15,809	16,190	7,765	381	92.2	2.4
KENTUCKY	7,423	18,127	20,064	12,641	1,937	170.3	10.7
LOUISIANA	10,823	34,354	39,707	28,884	5,353	266.9	15.6
MAINE	7,261	8,349	8,974	1,714	625	23.6	7.5
MARYLAND	29,093	49,171	48,366	19,274	-805	66.2	-1.6
MASSACHUSETTS	18,542	49,382	48,884	30,343	-498	163.6	-1.0
MICHIGAN	28,143	52,311	55,467	27,325	3,156	97.1	6.0
MINNESOTA	21,456	35,249	34,748	13,292	-501	62.0	-1.4
MISSISSIPPI	2,748	14,435	16,788	14,040	2,353	510.9	16.3
MISSOURI	22,862	36,155	36,224	13,362	69	58.4	0.2
MONTANA	2,883	6,497	7,208	4,326	711	150.1	10.9
NEBRASKA	5,433	12,422	12,227	6,794	-195	125.1	-1.6
NEVADA	4,782	6,672	7,041	2,260	369	47.3	5.5
NEW HAMPSHIRE	3,091	8,001	8,220	5,129	219	165.9	2.7
NEW JERSEY	33,188	59,251	62,736	29,549	3,485	89.0	5.9
NEW MEXICO	6,175	12,319	12,237	6,063	-82	98.2	-0.7
NEW YORK	34,514	69,489	116,753	82,239	47,264	238.3	68.0
NORTH CAROLINA	17,697	45,448	49,019	31,323	3,571	177.0	7.9
NORTH DAKOTA	2,439	4,137	4,340	1,901	203	77.9	4.9
OHIO	32,399	71,657	72,031	39,632	374	122.3	0.5
OKLAHOMA	15,015	28,312	28,625	13,610	313	90.6	1.1
OREGON	11,146	22,236	23,459	12,313	1,223	110.5	5.5
PENNSYLVANIA	19,772	57,727	63,413	43,641	5,686	220.7	9.8
PUERTO RICO	1,012	1,760	1,852	841	92	83.1	5.2
RHODE ISLAND	4,620	11,212	11,729	7,109	517	153.9	4.6
SOUTH CAROLINA	10,821	18,855	20,930	10,110	2,075	93.4	11.0
SOUTH DAKOTA	1,196	3,048	3,563	2,368	515	198.0	16.9
TENNESSEE	35,243	39,410	42,804	7,562	3,394	21.5	8.6
TEXAS	50,890	141,924	150,768	99,878	8,844	196.3	6.2
UTAH	13,584	13,246	13,611	27	365	0.2	2.8
VERMONT	2,026	4,382	2,973	947	-1,409	46.7	-32.2
VIRGINIA	16,211	36,139	38,614	22,403	2,475	138.2	6.8
WASHINGTON	10,129	30,137	31,286	21,157	1,149	208.9	3.8
WEST VIRGINIA	5,743	12,851	14,719	8,976	1,868	156.3	14.5
WISCONSIN	14,378	26,861	27,224	12,846	363	89.3	1.4
WYOMING	3,084	4,980	5,095	2,012	115	65.2	2.3
AMERICAN SAMOA	37	114	1	-36	-113	-97.3	-99.1
GUAM	148	445	530	382	85	258.1	19.1
NORTHERN MARIANAS	-	-	-	-	-	-	-
TRUST TERRITORIES	269	-	-	-	-	-	-
VIRGIN ISLANDS	176	36	220	44	184	25.0	511.1
BUR. OF INDIAN AFFAIRS	-	2,561	2,531	-	-30	-	-1.2
U.S. AND TERRITORIES	797,213	1,827,344	1,745,871	948,659	118,527	119.0	7.3

(Continued)

Table 3A6

NUMBER AND CHANGE IN NUMBER OF CHILDREN AGES 3-21 YEARS SERVED UNDER P.L. 89-313 AND P.L. 94-142

SPEECH IMPAIRED

STATE	NUMBER			CHANGES IN NUMBER SERVED		PERCENT CHANGE IN NUMBER SERVED	
	1976-77	1981-82	1982-83	1982-83 - 1976-77	1982-83 - 1981-82	1982-83 - 1976-77	1982-83 - 1981-82
ALABAMA	14,095	14,924	16,235	2,140	1,311	15.2	8.8
ALASKA	1,844	3,010	3,374	1,530	364	83.0	12.1
ARIZONA	11,379	11,527	11,195	-184	-332	-1.6	-2.9
ARKANSAS	7,182	10,976	10,493	3,311	-483	46.1	-4.4
CALIFORNIA	127,817	92,594	92,056	-35,761	-538	-28.0	-0.6
COLORADO	13,169	8,303	7,796	-5,373	-507	-40.8	-6.1
CONNECTICUT	16,518	13,996	13,896	-2,622	-100	-15.9	-0.7
DELAWARE	3,395	2,191	1,747	-1,648	-444	-48.5	-20.3
DISTRICT OF COLUMBIA	2,498	1,252	1,780	-718	528	-28.7	42.2
FLORIDA	37,253	43,530	46,256	9,003	2,726	24.2	6.3
GEORGIA	23,322	28,806	26,782	3,460	-2,024	14.8	-7.0
HAWAII	2,452	1,728	1,962	-490	234	-20.0	13.5
IDAHO	3,282	4,067	4,350	1,068	283	32.5	7.0
ILLINOIS	80,274	77,335	75,784	-4,490	-1,551	-5.6	-2.0
INDIANA	48,759	40,727	41,360	-7,399	633	-15.2	1.6
IOWA	17,475	15,218	14,656	-2,819	-562	-16.1	-3.7
KANSAS	15,501	13,576	14,274	-1,227	698	-7.9	5.1
KENTUCKY	21,541	24,528	24,922	3,381	394	15.7	1.6
LOUISIANA	44,028	20,970	20,701	-23,327	-269	-53.0	-1.3
MAINE	5,973	6,055	6,136	164	81	2.7	1.3
MARYLAND	30,284	25,053	24,209	-6,075	-844	-20.1	-3.4
MASSACHUSETTS	35,077	32,175	31,848	-3,229	-327	-9.2	-1.0
MICHIGAN	67,464	45,361	44,081	-23,383	-1,280	-34.7	-2.8
MINNESOTA	26,892	19,231	19,013	-7,879	-218	-29.3	-1.1
MISSISSIPPI	9,616	16,207	16,796	7,180	589	74.7	3.6
MISSOURI	36,296	32,722	33,202	-3,094	480	-8.5	1.5
MONTANA	2,491	4,475	4,790	2,300	315	92.3	7.0
NEBRASKA	10,331	9,626	9,246	-1,085	-380	-10.5	-3.9
NEVADA	3,127	2,924	3,232	106	308	3.4	10.5
NEW HAMPSHIRE	1,338	2,221	2,325	987	104	73.8	4.7
NEW JERSEY	68,945	63,752	61,280	-7,665	-2,472	-11.1	-3.9
NEW MEXICO	2,058	5,307	6,789	4,731	1,482	229.9	27.9
NEW YORK	61,549	40,883	41,661	-19,888	778	-32.3	1.9
NORTH CAROLINA	26,913	25,644	25,808	-1,105	164	-4.1	0.6
NORTH DAKOTA	3,923	3,281	3,600	-323	319	-8.2	9.7
OHIO	58,867	62,112	56,932	-1,935	-5,180	-3.3	-8.3
OKLAHOMA	14,135	20,117	20,389	6,254	272	44.2	1.4
OREGON	10,802	11,835	11,614	812	-221	7.5	-1.9
PENNSYLVANIA	99,213	63,327	61,684	-37,529	-1,643	-37.8	-2.6
PUERTO RICO	219	1,248	1,206	987	-42	450.7	-3.4
RHODE ISLAND	5,217	3,498	3,337	-1,880	-161	-36.0	-4.6
SOUTH CAROLINA	23,370	18,829	19,596	-3,774	767	-16.1	4.1
SOUTH DAKOTA	5,978	5,312	5,413	-565	101	-9.4	1.9
TENNESSEE	31,702	32,823	32,996	1,295	173	4.1	0.5
TEXAS	78,523	66,286	66,544	-11,979	258	-15.3	0.4
UTAH	6,632	7,571	8,375	1,743	804	26.3	10.6
VERMONT	1,765	2,418	2,695	931	277	52.7	11.5
VIRGINIA	29,693	31,010	30,703	1,010	-307	3.4	-1.0
WASHINGTON	24,655	13,312	13,511	-11,144	199	-45.2	1.5
WEST VIRGINIA	9,947	11,946	12,774	2,827	828	28.4	6.9
WISCONSIN	15,404	17,714	18,024	2,620	310	17.0	1.8
WYOMING	1,810	3,082	3,184	1,375	102	76.0	3.3
AMERICAN SAMOA	0	0	50	50	50	-	-
GUAM	481	355	243	-238	-112	-49.4	-31.5
NORTHERN MARIANAS	-	-	-	-	-	-	-
TRUST TERRITORIES	77	-	-	-	-	-	-
VIRGIN ISLANDS	328	7	248	-80	238	-24.6	3,400.0
BUR. OF INDIAN AFFAIRS	-	942	1,047	-	105	-	11.1
U.S. AND TERRITORIES	1,302,666	1,137,919	1,134,197	-168,469	-3,722	-12.9	-0.3

(Continued)

Table 3A6

NUMBER AND CHANGE IN NUMBER OF CHILDREN AGES 3-21 YEARS SERVED UNDER P.L. 89-313 AND P.L. 94-142

MENTALLY RETARDED

STATE	NUMBER 1976-77	NUMBER 1981-82	NUMBER 1982-83	CHANGES IN NUMBER SERVED 1982-83 - 1976-77	CHANGES IN NUMBER SERVED 1982-83 - 1981-82	PERCENT CHANGE IN NUMBER SERVED 1982-83 - 1976-77	PERCENT CHANGE IN NUMBER SERVED 1982-83 - 1981-82
ALABAMA	31,203	34,402	34,986	3,784	584	12.1	1.7
ALASKA	1,277	780	665	-612	-115	-47.9	-14.7
ARIZONA	8,608	6,270	6,002	-2,606	-268	-30.3	-4.3
ARKANSAS	14,674	17,244	16,013	1,339	-1,231	9.1	-7.1
CALIFORNIA	42,916	29,874	28,580	-14,336	-1,294	-33.4	-4.3
COLORADO	10,077	6,041	5,795	-4,282	-246	-42.5	-4.1
CONNECTICUT	10,132	7,081	6,208	-3,924	-873	-38.7	-12.3
DELAWARE	3,199	2,140	2,115	-1,084	-25	-33.9	-1.2
DISTRICT OF COLUMBIA	2,918	1,289	1,237	-1,681	-52	-57.6	-4.0
FLORIDA	34,311	25,963	27,537	-6,774	1,574	-19.7	6.1
GEORGIA	31,744	29,110	28,214	-3,530	-896	-11.1	-3.1
HAWAII	2,434	1,674	1,514	-920	-160	-37.8	-9.6
IDAHO	3,567	2,795	2,948	-619	153	-17.4	5.5
ILLINOIS	48,974	43,707	44,546	-4,428	839	-9.0	1.9
INDIANA	27,784	25,092	24,189	-3,595	-903	-12.9	-3.6
IOWA	12,663	12,238	12,228	-435	-10	-3.4	-0.1
KANSAS	8,665	6,966	6,779	-1,886	-187	-21.8	-2.7
KENTUCKY	22,872	22,717	21,741	-1,131	-976	-4.9	-4.3
LOUISIANA	24,547	16,927	15,742	-8,805	-1,185	-35.9	-7.0
MAINE	5,664	5,019	5,167	-497	148	-8.8	2.9
MARYLAND	17,523	9,069	7,943	-9,580	-1,126	-54.7	-12.4
MASSACHUSETTS	34,972	29,656	29,357	-5,615	-299	-16.1	-1.0
MICHIGAN	34,715	28,150	26,971	-7,744	-1,179	-22.3	-4.2
MINNESOTA	15,140	14,289	13,789	-1,351	-500	-8.9	-3.5
MISSISSIPPI	15,487	16,828	15,381	-106	-1,447	-0.7	-8.6
MISSOURI	25,304	21,066	19,530	-5,774	-1,536	-22.8	-7.3
MONTANA	2,114	1,449	1,515	-599	66	-28.3	4.6
NEBRASKA	7,557	6,191	5,669	-1,888	-522	-25.0	-8.4
NEVADA	1,586	1,211	1,047	-539	-164	-34.0	-13.5
NEW HAMPSHIRE	2,720	1,660	1,419	-1,301	-241	-47.8	-14.5
NEW JERSEY	22,394	14,794	12,463	-9,931	-2,331	-44.3	-15.8
NEW MEXICO	4,519	2,805	2,782	-1,737	-23	-38.4	-0.8
NEW YORK	55,582	40,541	37,810	-17,772	-2,731	-32.0	-6.7
NORTH CAROLINA	46,334	36,788	33,240	-13,094	-3,548	-28.3	-9.6
NORTH DAKOTA	1,974	1,939	1,920	-54	-19	-2.7	-1.0
OHIO	67,626	61,279	56,802	-10,824	-4,477	-16.0	-7.3
OKLAHOMA	12,753	13,009	12,582	-171	-427	-1.3	-3.3
OREGON	7,697	4,905	4,781	-2,916	-124	-37.9	-2.5
PENNSYLVANIA	56,461	46,828	46,402	-10,059	-426	-17.8	-0.9
PUERTO RICO	8,132	14,442	21,159	13,028	6,717	160.2	46.5
RHODE ISLAND	2,483	1,610	1,498	-985	-112	-39.7	-7.0
SOUTH CAROLINA	29,944	23,500	22,404	-7,540	-1,096	-25.2	-4.7
SOUTH DAKOTA	1,787	1,490	1,481	-306	-9	-17.1	-0.6
TENNESSEE	23,019	20,629	20,245	-2,774	-384	-12.0	-1.9
TEXAS	47,580	29,326	30,769	-16,811	1,443	-35.3	4.9
UTAH	5,117	3,164	3,159	-1,958	-5	-38.3	-0.2
VERMONT	2,133	2,917	2,563	430	-354	20.2	-12.1
VIRGINIA	22,359	17,676	16,878	-5,481	-798	-24.5	-4.5
WASHINGTON	11,684	9,892	9,400	-2,284	-492	-19.5	-5.0
WEST VIRGINIA	11,963	11,177	11,066	-897	-111	-7.5	-1.0
WISCONSIN	19,187	13,874	13,234	-5,953	-640	-31.0	-4.6
WYOMING	1,197	998	943	-254	-55	-21.2	-5.5
AMERICAN SAMOA	71	66	161	90	95	126.8	143.9
GUAM	739	880	913	175	33	23.6	3.8
NORTHERN MARIANAS	-	-	-	-	-	-	-
TRUST TERRITORIES	526	-	-	-	-	-	-
VIRGIN ISLANDS	954	101	626	-328	525	-34.4	519.8
BUR. OF INDIAN AFFAIRS	-	736	723	-	-13	-	-1.8
U.S. AND TERRITORIES	969,547	802,264	780,831	-188,716	-21,433	-19.5	-2.7

(Continued)

Table 3A6

NUMBER AND CHANGE IN NUMBER OF CHILDREN AGES 3-21 YEARS SERVED UNDER P.L. 89-313 AND P.L. 94-142

EMOTIONALLY DISTURBED

STATE	NUMBER 1976-77	NUMBER 1981-82	NUMBER 1982-83	CHANGES IN NUMBER SERVED 1982-83 - 1976-77	CHANGES IN NUMBER SERVED 1982-83 - 1981-82	PERCENT CHANGE IN NUMBER SERVED 1982-83 - 1976-77	PERCENT CHANGE IN NUMBER SERVED 1982-83 - 1981-82
ALABAMA	917	3,880	6,115	5,198	2,235	567.2	57.6
ALASKA	335	316	362	27	46	8.1	14.6
ARIZONA	3,665	5,148	5,286	1,622	138	44.2	2.7
ARKANSAS	240	633	608	368	-25	153.3	-3.9
CALIFORNIA	21,990	9,163	9,457	-12,533	294	-57.0	3.2
COLORADO	4,844	7,358	7,596	2,753	238	56.8	3.2
CONNECTICUT	10,381	12,328	13,089	2,708	761	26.1	6.2
DELAWARE	2,753	2,807	2,943	191	136	6.9	4.8
DISTRICT OF COLUMBIA	1,086	685	697	-389	12	-35.8	1.8
FLORIDA	7,584	14,931	17,077	9,494	2,146	125.2	14.4
GEORGIA	9,077	16,523	17,412	8,336	889	91.8	5.4
HAWAII	158	437	438	281	1	178.1	0.2
IDAHO	581	543	518	-63	-25	-10.8	-4.6
ILLINOIS	31,157	31,780	31,684	528	-96	1.7	-0.3
INDIANA	1,400	2,539	2,775	1,376	236	98.3	9.3
IOWA	1,757	4,127	4,749	2,992	622	170.3	15.1
KANSAS	1,980	3,614	4,323	2,343	709	118.3	19.6
KENTUCKY	1,534	2,193	2,356	823	163	53.6	7.4
LOUISIANA	3,499	4,643	4,225	727	-418	20.8	-9.0
MAINE	2,904	4,317	4,225	1,321	-92	45.5	-2.1
MARYLAND	3,787	3,444	3,596	-191	152	-5.0	4.4
MASSACHUSETTS	24,467	19,165	18,970	-5,497	-195	-22.5	-1.0
MICHIGAN	13,224	19,293	20,400	7,176	1,107	54.3	5.7
MINNESOTA	4,403	5,013	5,855	1,452	842	33.0	16.8
MISSISSIPPI	50	397	422	372	25	744.0	6.3
MISSOURI	5,359	7,136	7,017	1,658	-119	30.9	-1.7
MONTANA	317	569	683	367	114	115.8	20.0
NEBRASKA	977	1,761	1,887	910	126	93.1	7.2
NEVADA	548	541	790	242	249	44.2	46.0
NEW HAMPSHIRE	686	1,209	1,197	512	-12	74.6	-1.0
NEW JERSEY	11,758	15,529	15,254	3,496	-275	29.7	-1.8
NEW MEXICO	1,278	1,948	2,164	886	216	69.3	11.1
NEW YORK	46,948	47,933	44,225	-2,723	-3,708	-5.8	-7.7
NORTH CAROLINA	2,462	5,010	5,599	3,138	589	127.5	11.8
NORTH DAKOTA	206	326	297	91	-29	44.2	-8.9
OHIO	1,940	6,135	6,302	4,363	167	224.9	2.7
OKLAHOMA	462	960	1,039	578	79	125.1	8.2
OREGON	2,439	2,546	2,565	126	19	5.2	0.7
PENNSYLVANIA	9,791	14,816	16,659	6,869	1,843	70.2	12.4
PUERTO RICO	376	2,044	795	420	-1,249	111.7	-61.1
RHODE ISLAND	1,248	1,209	1,165	-83	-44	-6.6	-3.6
SOUTH CAROLINA	4,058	5,285	5,710	1,652	425	40.7	8.0
SOUTH DAKOTA	149	339	320	172	-19	115.5	-5.6
TENNESSEE	2,482	2,623	2,853	372	230	15.0	8.8
TEXAS	9,731	15,432	17,707	7,977	2,275	82.0	14.7
UTAH	10,280	10,245	10,623	344	378	3.3	3.7
VERMONT	127	451	393	267	-58	210.7	-12.9
VIRGINIA	3,689	6,398	6,723	3,034	325	82.2	5.1
WASHINGTON	5,891	4,573	3,949	-1,942	-624	-33.0	-13.6
WEST VIRGINIA	635	1,235	1,412	777	177	122.4	14.3
WISCONSIN	4,836	9,095	9,598	4,763	503	98.5	5.5
WYOMING	447	785	978	532	193	119.0	24.6
AMERICAN SAMOA	0	0	0	0	0	-	-
GUAM	23	71	63	41	-8	180.0	-11.3
NORTHERN MARIANAS	-	-	-	-	-	-	-
TRUST TERRITORIES	95	-	-	-	-	-	-
VIRGIN ISLANDS	76	42	35	-41	-7	-53.6	-16.7
BUR. OF INDIAN AFFAIRS	-	263	251	-	-12	-	-4.6
U.S. AND TERRITORIES	283,072	341,786	353,431	70,359	11,645	24.9	3.4

(Continued)

Table 3A6

NUMBER AND CHANGE IN NUMBER OF CHILDREN AGES 3-21 YEARS SERVED UNDER P.L. 89-313 AND P.L. 94-142

OTHER HEALTH IMPAIRED

STATE	NUMBER			CHANGES IN NUMBER SERVED		PERCENT CHANGE IN NUMBER SERVED	
	1976-77	1981-82	1982-83	1982-83 - 1976-77	1982-83 - 1981-82	1982-83 - 1976-77	1982-83 - 1981-82
ALABAMA	435	388	401	-34	13	-7.8	3.4
ALASKA	1,547	61	58	-1,489	-3	-96.2	-4.9
ARIZONA	450	700	662	213	-38	47.3	-5.4
ARKANSAS	269	259	249	-20	-10	-7.3	-3.9
CALIFORNIA	28,164	15,032	14,071	-14,093	-961	-50.0	-6.4
COLORADO	8	0	0	-8	0	-100.0	-
CONNECTICUT	2,303	1,022	918	-1,385	-104	-60.1	-10.2
DELAWARE	19	56	125	107	69	575.7	123.2
DISTRICT OF COLUMBIA	506	117	67	-439	-50	-86.7	-42.7
FLORIDA	1,283	2,342	1,569	287	-773	22.3	-33.0
GEORGIA	1,553	1,469	696	-857	-773	-55.2	-52.6
HAWAII	48	0	9	-39	9	-81.1	-
IDAHO	140	382	423	284	41	203.2	10.7
ILLINOIS	6,635	3,088	1,722	-4,913	-1,366	-74.0	-44.2
INDIANA	1,134	295	282	-852	-13	-75.1	-4.4
IOWA	12	185	207	195	22	1,625.0	11.9
KANSAS	431	478	51	-380	-427	-88.2	-89.3
KENTUCKY	1,533	853	608	-925	-245	-60.3	-28.7
LOUISIANA	1,598	1,333	1,769	172	436	10.7	32.7
MAINE	706	341	251	-455	-90	-64.4	-26.4
MARYLAND	180	448	560	381	112	212.0	25.0
MASSACHUSETTS	3,807	1,957	1,939	-1,868	-18	-49.1	-0.9
MICHIGAN	1,382	9	10	-1,372	1	-99.3	11.1
MINNESOTA	1,363	904	866	-497	-38	-36.4	-4.2
MISSISSIPPI	203	0	1	-202	1	-99.5	-
MISSOURI	1,376	699	704	-672	5	-48.8	0.7
MONTANA	130	103	127	-3	24	-1.9	23.3
NEBRASKA	47	0	0	-47	0	-100.0	-
NEVADA	631	266	342	-289	76	-45.8	28.6
NEW HAMPSHIRE	1,135	189	226	-909	37	-80.1	19.6
NEW JERSEY	2,588	1,477	1,508	-1,080	31	-41.7	2.1
NEW MEXICO	51	87	95	44	8	86.3	9.2
NEW YORK	25,846	33,057	5,913	-19,933	-27,144	-77.1	-82.1
NORTH CAROLINA	503	1,094	1,186	683	92	135.8	8.4
NORTH DAKOTA	55	56	113	59	57	107.3	101.8
OHIO	801	0	0	-801	0	-100.0	-
OKLAHOMA	243	353	228	-15	-125	-6.2	-35.4
OREGON	2,530	582	569	-1,961	-13	-77.5	-2.2
PENNSYLVANIA	9,663	28	8	-9,655	-20	-99.9	-71.4
PUERTO RICO	86	628	2,099	2,014	1,471	2,355.0	234.2
RHODE ISLAND	1,740	207	210	-1,530	3	-87.9	1.4
SOUTH CAROLINA	671	200	150	-521	-50	-77.6	-25.0
SOUTH DAKOTA	311	62	60	-251	-2	-80.7	-3.2
TENNESSEE	2,343	1,126	1,452	-891	326	-38.0	29.0
TEXAS	30,747	4,557	5,465	-25,282	908	-82.2	19.9
UTAH	234	182	234	0	52	0.0	28.6
VERMONT	145	168	116	-29	-52	-19.7	-31.0
VIRGINIA	1,342	392	469	-873	77	-65.1	19.6
WASHINGTON	722	1,417	1,536	814	119	112.7	8.4
WEST VIRGINIA	429	894	923	495	29	115.4	3.2
WISCONSIN	1,043	440	505	-538	65	-51.6	14.8
WYOMING	252	139	227	-25	88	-9.7	63.3
AMERICAN SAMOA	3	0	2	-1	2	-33.3	-
GUAM	26	20	12	-14	-8	-52.9	-40.0
NORTHERN MARIANAS	-	-	-	-	-	-	-
TRUST TERRITORIES	31	-	-	-	-	-	-
VIRGIN ISLANDS	0	4	0	0	-4	-	-100.0
BUR. OF INDIAN AFFAIRS	-	25	33	-	8	-	32.0
U.S. AND TERRITORIES	141,417	80,171	52,026	-89,391	-28,145	-63.2	-35.1

(Continued)

Table 3A6

NUMBER AND CHANGE IN NUMBER OF CHILDREN AGES 3-21 YEARS SERVED UNDER P.L. 89-313 AND P.L. 94-142

MULTIHANDICAPPED

STATE	NUMBER 1976-77	NUMBER 1981-82	NUMBER 1982-83	CHANGES IN NUMBER SERVED 1982-83 - 1976-77	CHANGES IN NUMBER SERVED 1982-83 - 1981-82	PERCENT CHANGE IN NUMBER SERVED 1982-83 - 1976-77	PERCENT CHANGE IN NUMBER SERVED 1982-83 - 1981-82
ALABAMA	-	1,053	979	-	-74	-	-7.0
ALASKA	-	190	218	-	28	-	14.7
ARIZONA	-	777	843	-	66	-	8.5
ARKANSAS	-	770	753	-	-17	-	-2.2
CALIFORNIA	-	5,445	4,776	-	-669	-	-12.3
COLORADO	-	1,242	2,029	-	787	-	63.4
CONNECTICUT	-	0	476	-	476	-	-
DELAWARE	-	4	31	-	27	-	675.0
DISTRICT OF COLUMBIA	-	203	94	-	-109	-	-53.7
FLORIDA	-	2,371	78	-	-2,293	-	-96.7
GEORGIA	-	1,011	356	-	-655	-	-64.8
HAWAII	-	181	187	-	6	-	3.3
IDAHO	-	222	298	-	76	-	34.2
ILLINOIS	-	1,512	1,134	-	-378	-	-25.0
INDIANA	-	1,186	1,458	-	272	-	22.9
IOWA	-	701	757	-	56	-	8.0
KANSAS	-	746	405	-	-341	-	-45.7
KENTUCKY	-	1,200	1,295	-	95	-	7.9
LOUISIANA	-	938	995	-	57	-	6.1
MAINE	-	788	738	-	-50	-	-6.3
MARYLAND	-	2,935	3,239	-	304	-	10.4
MASSACHUSETTS	-	3,074	3,047	-	-27	-	-0.9
MICHIGAN	-	349	187	-	-162	-	-46.4
MINNESOTA	-	0	4	-	4	-	-
MISSISSIPPI	-	247	227	-	-20	-	-8.1
MISSOURI	-	531	817	-	286	-	53.9
MONTANA	-	640	323	-	-317	-	-49.5
NEBRASKA	-	347	347	-	0	-	0.0
NEVADA	-	352	369	-	17	-	4.8
NEW HAMPSHIRE	-	141	235	-	94	-	66.7
NEW JERSEY	-	3,736	3,741	-	5	-	0.1
NEW MEXICO	-	1,054	1,346	-	292	-	27.7
NEW YORK	-	6,171	6,882	-	711	-	11.5
NORTH CAROLINA	-	1,991	1,680	-	-311	-	-15.6
NORTH DAKOTA	-	0	0	-	0	-	-
OHIO	-	2,147	2,815	-	668	-	31.1
OKLAHOMA	-	1,179	1,291	-	112	-	9.5
OREGON	-	131	116	-	-15	-	-11.5
PENNSYLVANIA	-	26	5	-	-21	-	-80.8
PUERTO RICO	-	2,357	2,552	-	195	-	8.3
RHODE ISLAND	-	171	105	-	-66	-	-38.6
SOUTH CAROLINA	-	415	422	-	7	-	1.7
SOUTH DAKOTA	-	435	392	-	-43	-	-9.9
TENNESSEE	-	1,554	1,729	-	175	-	11.3
TEXAS	-	14,242	7,526	-	-6,716	-	-47.2
UTAH	-	1,745	1,458	-	-287	-	-16.4
VERMONT	-	516	196	-	-320	-	-62.0
VIRGINIA	-	3,278	3,090	-	-188	-	-5.7
WASHINGTON	-	1,837	1,740	-	-97	-	-5.3
WEST VIRGINIA	-	247	326	-	79	-	32.0
WISCONSIN	-	648	699	-	51	-	7.9
WYOMING	-	423	317	-	-106	-	-25.1
AMERICAN SAMOA	-	7	9	-	2	-	28.6
GUAM	-	163	119	-	-44	-	-27.0
NORTHERN MARIANAS	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	16	29	-	13	-	81.3
BUR. OF INDIAN AFFAIRS	-	187	199	-	12	-	6.4
U.S. AND TERRITORIES	-	73,832	65,479	-	-8,353	-	-11.3

(Continued)

Table 3A6

NUMBER AND CHANGE IN NUMBER OF CHILDREN AGES 3-21 YEARS SERVED UNDER P.L. 89-313 AND P.L. 94-142

HARD OF HEARING & DEAF

	NUMBER			CHANGES IN NUMBER SERVED		PERCENT CHANGE IN NUMBER SERVED	
STATE	1976-77	1981-82	1982-83	1982-83 - 1976-77	1982-83 - 1981,82	1982-83 - 1976-77	1982-83 - 1981-82
ALABAMA	924	1,057	1,136	213	79	23.0	7.5
ALASKA	482	244	200	-282	-44	-58.5	-18.0
ARIZONA	907	1,036	1,043	137	7	15.1	0.7
ARKANSAS	515	695	739	224	44	43.5	6.3
CALIFORNIA	7,124	7,213	7,217	93	4	1.3	0.1
COLORADO	1,181	1,030	1,018	-163	-12	-13.8	-1.2
CONNECTICUT	1,890	1,219	986	-904	-233	-47.8	-19.1
DELAWARE	168	253	294	127	41	75.6	16.2
DISTRICT OF COLUMBIA	278	490	83	-195	-407	-70.1	-83.1
FLORIDA	2,163	2,065	2,086	-77	21	-3.6	1.0
GEORGIA	2,249	2,034	1,847	-402	-187	-17.9	-9.2
HAWAII	335	405	248	-87	-157	-25.9	-38.8
IDAHO	421	404	430	10	26	2.3	6.4
ILLINOIS	4,349	4,160	4,198	-151	38	-3.5	0.9
INDIANA	1,660	1,324	1,362	-298	38	-17.9	2.9
IOWA	915	1,009	1,061	146	52	16.0	5.2
KANSAS	1,981	758	771	-1,210	13	-61.1	1.7
KENTUCKY	1,256	1,125	943	-313	-182	-24.9	-16.2
LOUISIANA	1,378	1,681	1,707	329	26	23.9	1.5
MAINE	593	473	403	-190	-70	-32.0	-14.8
MARYLAND	1,627	1,595	1,500	-127	-95	-7.8	-6.0
MASSACHUSETTS	6,738	1,889	1,939	-4,799	50	-71.2	2.6
MICHIGAN	3,101	3,104	3,059	-42	-45	-1.3	-1.4
MINNESOTA	1,574	1,468	1,635	61	167	3.9	11.4
MISSISSIPPI	801	646	635	-166	-11	-20.7	-1.7
MISSOURI	1,465	1,214	1,175	-290	-39	-19.8	-3.2
MONTANA	361	253	247	-114	-6	-31.6	-2.4
NEBRASKA	474	734	514	40	-220	8.4	-30.0
NEVADA	204	193	175	-29	-18	-14.0	-9.3
NEW HAMPSHIRE	432	368	276	-156	-92	-36.0	-25.0
NEW JERSEY	2,794	2,324	2,028	-766	-296	-27.4	-12.7
NEW MEXICO	422	412	422	0	10	0.0	2.4
NEW YORK	5,893	4,631	5,086	-807	455	-13.7	9.8
NORTH CAROLINA	2,336	2,299	2,305	-31	6	-1.3	0.3
NORTH DAKOTA	205	209	257	52	48	25.4	23.0
OHIO	2,779	2,660	2,783	4	123	0.1	4.6
OKLAHOMA	816	836	852	36	16	4.4	1.9
OREGON	1,265	1,455	1,408	144	-47	11.3	-3.2
PENNSYLVANIA	5,453	4,286	4,165	-1,288	-121	-23.6	-2.8
PUERTO RICO	991	1,537	2,237	1,247	700	125.8	45.5
RHODE ISLAND	356	242	240	-116	-2	-32.6	-0.8
SOUTH CAROLINA	1,613	1,131	1,191	-422	60	-26.1	5.3
SOUTH DAKOTA	248	454	304	56	-150	22.6	-33.0
TENNESSEE	2,176	2,406	2,186	11	-220	0.5	-9.1
TEXAS	6,421	4,870	4,868	-1,553	-2	-24.2	0.0
UTAH	746	741	829	84	88	11.2	11.9
VERMONT	138	321	206	69	-115	49.6	-35.8
VIRGINIA	1,797	1,905	1,615	-182	-290	-10.1	-15.2
WASHINGTON	2,359	1,274	1,385	-974	111	-41.3	8.7
WEST VIRGINIA	576	513	490	-86	-23	-14.9	-4.5
WISCONSIN	1,267	1,320	1,245	-22	-75	-1.7	-5.7
WYOMING	185	160	127	-58	-33	-31.4	-20.6
AMERICAN SAMOA	24	12	13	-11	1	-45.8	8.3
GUAM	1,164	118	87	-1,077	-31	-92.5	-26.3
NORTHERN MARIANAS	-	-	-	-	-	-	-
TRUST TERRITORIES	71	-	-	-	-	-	-
VIRGIN ISLANDS	117	26	47	-70	21	-59.8	80.8
BUR. OF INDIAN AFFAIRS	-	106	34	-	-72	-	-67.9
U.S. AND TERRITORIES	89,743	76,387	75,337	-14,406	-1,050	-16.1	-1.4

(Continued)

Table 3A6

NUMBER AND CHANGE IN NUMBER OF CHILDREN AGES 3-21 YEARS SERVED UNDER P.L. 89-313 AND P.L. 94-142

ORTHOPEDICALLY IMPAIRED

STATE	+-----------NUMBER----------+ 1976-77	1981-82	1982-83	+CHANGES IN NUMBER SERVED+ 1982-83 - 1976-77	1982-83 - 1981-82	PERCENT CHANGE +-IN NUMBER SERVED+ 1982-83 - 1976-77	1982-83 - 1981-82
ALABAMA	602	357	381	-221	24	-36.7	6.7
ALASKA	104	198	243	140	45	134.6	22.7
ARIZONA	460	903	747	287	-156	62.4	-17.3
ARKANSAS	255	417	421	166	4	65.1	1.0
CALIFORNIA	26,757	7,296	7,033	-19,724	-263	-73.7	-3.6
COLORADO	1,580	835	815	-765	-20	-48.4	-2.4
CONNECTICUT	984	478	363	-621	-115	-63.1	-24.1
DELAWARE	303	288	311	8	23	2.6	8.0
DISTRICT OF COLUMBIA	194	99	140	-54	41	-27.8	41.4
FLORIDA	2,042	1,973	2,060	18	87	0.9	4.4
GEORGIA	692	653	913	222	260	32.0	39.8
HAWAII	194	257	214	21	-43	10.8	-16.7
IDAHO	611	338	306	-305	-32	-49.9	-9.5
ILLINOIS	3,451	4,584	4,392	942	-192	27.3	-4.2
INDIANA	837	808	818	-19	10	-2.2	1.2
IOWA	452	800	853	402	53	88.9	6.6
KANSAS	310	304	719	409	415	131.9	136.5
KENTUCKY	451	657	761	311	104	68.9	15.8
LOUISIANA	586	536	665	79	129	13.5	24.1
MAINE	378	446	429	51	-17	13.5	-3.8
MARYLAND	881	923	828	-53	-95	-6.0	-10.3
MASSACHUSETTS	5,905	1,538	1,525	-4,380	-13	-74.2	-0.8
MICHIGAN	3,772	4,575	4,684	912	109	24.2	2.4
MINNESOTA	939	1,299	1,296	357	-3	38.0	-0.2
MISSISSIPPI	140	395	353	214	-42	153.0	-10.6
MISSOURI	1,066	942	842	-224	-100	-21.0	-10.6
MONTANA	82	88	114	33	26	39.9	29.5
NEBRASKA	273	520	400	128	-120	46.8	-23.1
NEVADA	178	214	264	87	50	48.7	23.4
NEW HAMPSHIRE	241	166	137	-104	-29	-43.2	-17.5
NEW JERSEY	1,977	1,422	1,213	-764	-209	-38.6	-14.7
NEW MEXICO	450	337	308	-142	-29	-31.6	-8.6
NEW YORK	5,786	5,747	4,347	-1,439	-1,400	-24.9	-24.4
NORTH CAROLINA	943	1,054	1,015	72	-39	7.3	-3.7
NORTH DAKOTA	81	165	181	100	16	123.5	9.7
OHIO	2,729	3,346	3,538	809	192	29.6	5.7
OKLAHOMA	512	372	434	-78	62	-15.2	16.7
OREGON	850	981	933	84	-48	9.8	-4.9
PENNSYLVANIA	3,125	1,939	2,119	-1,006	180	-32.2	9.3
PUERTO RICO	210	1,963	522	313	-1,441	149.2	-73.4
RHODE ISLAND	181	205	221	40	16	22.1	7.8
SOUTH CAROLINA	923	757	801	-122	44	-13.2	5.8
SOUTH DAKOTA	207	243	234	28	-9	13.3	-3.7
TENNESSEE	1,297	1,101	1,082	-215	-19	-16.6	-1.7
TEXAS	8,091	3,200	3,525	-4,566	325	-56.4	10.2
UTAH	291	316	283	-8	-33	-2.8	-10.4
VERMONT	18	259	120	103	-139	565.7	-53.7
VIRGINIA	997	840	719	-278	-121	-27.9	-14.4
WASHINGTON	1,667	1,072	1,070	-597	-2	-35.8	-0.2
WEST VIRGINIA	490	393	393	-97	0	-19.7	0.0
WISCONSIN	1,331	1,122	1,195	-136	73	-10.2	6.5
WYOMING	97	184	177	81	-7	83.4	-3.8
AMERICAN SAMOA	0	2	2	2	0	-	0.0
GUAM	2	14	19	17	5	850.0	35.7
NORTHERN MARIANAS	-	-	-	-	-	-	-
TRUST TERRITORIES	4	-	-	-	-	-	-
VIRGIN ISLANDS	42	12	11	-31	-1	-73.8	-8.3
BUR. OF INDIAN AFFAIRS	-	25	17	-	-8	-	-32.0
U.S. AND TERRITORIES	87,008	59,958	57,506	-29,502	-2,452	-33.9	-4.1

(Continued)

Table 3A6

NUMBER AND CHANGE IN NUMBER OF CHILDREN AGES 3-21 YEARS SERVED UNDER P.L. 89-313 AND P.L. 94-142

VISUALLY HANDICAPPED

STATE	NUMBER			CHANGES IN NUMBER SERVED		PERCENT CHANGE IN NUMBER SERVED	
	1976-77	1981-82	1982-83	1982-83 - 1976-77	1982-83 - 1981-82	1982-83 - 1976-77	1982-83 - 1981-82
ALABAMA	375	413	423	48	10	12.8	2.4
ALASKA	83	51	56	-27	5	-32.5	9.8
ARIZONA	365	400	374	10	-26	2.6	-6.5
ARKANSAS	281	310	269	-12	-41	-4.1	-13.2
CALIFORNIA	3,121	2.341	2.203	-918	-138	-29.4	-5.9
COLORADO	425	333	331	-94	-2	-22.1	-0.6
CONNECTICUT	677	693	719	42	26	6.2	3.8
DELAWARE	80	142	127	47	-15	58.8	-10.6
DISTRICT OF COLUMBIA	122	54	43	-79	-11	-64.8	-20.4
FLORIDA	774	787	770	-4	-17	-0.5	-2.2
GEORGIA	831	838	606	-225	-232	-27.1	-27.7
HAWAII	46	73	63	18	-10	38.5	-13.7
IDAHO	369	164	161	-208	-3	-56.3	-1.8
ILLINOIS	1,631	1,803	1,400	-231	-403	-14.2	-22.4
INDIANA	650	520	526	-124	6	-19.1	1.2
IOWA	230	229	241	11	12	4.8	5.2
KANSAS	331	265	277	-54	12	-16.3	4.5
KENTUCKY	449	524	461	12	-63	2.7	-12.0
LOUISIANA	532	422	469	-63	47	-11.8	11.1
MAINE	224	142	151	-73	9	-32.6	6.3
MARYLAND	810	604	587	-223	-17	-27.5	-2.8
MASSACHUSETTS	2.485	768	831	-1,654	63	-66.6	8.2
MICHIGAN	1,314	909	912	-402	3	-30.6	0.3
MINNESOTA	570	422	419	-151	-3	-26.5	-0.7
MISSISSIPPI	175	258	233	58	-25	33.5	-9.7
MISSOURI	661	401	390	-271	-11	-41.0	-2.7
MONTANA	234	177	183	-51	6	-21.8	3.4
NEBRASKA	180	211	150	-30	-61	-16.7	-28.9
NEVADA	79	82	65	-14	-17	-17.7	-20.7
NEW HAMPSHIRE	275	217	103	-172	-114	-62.5	-52.5
NEW JERSEY	1.435	1.355	1,221	-214	-134	-14.9	-9.9
NEW MEXICO	197	149	134	-63	-15	-32.0	-10.1
NEW YORK	4,134	1,839	2,002	-2,132	163	-51.6	8.9
NORTH CAROLINA	850	681	692	-158	11	-18.6	1.6
NORTH DAKOTA	94	78	80	-14	2	-14.9	2.6
OHIO	1,174	964	983	-191	19	-16.2	2.0
OKLAHOMA	246	299	338	93	39	37.7	13.0
OREGON	503	576	713	211	137	41.9	23.8
PENNSYLVANIA	3,316	1,934	1,813	-1,503	-121	-45.3	-6.3
PUERTO RICO	177	1,751	2,696	2,519	945	1,423.2	54.0
RHODE ISLAND	127	69	67	-60	-2	-47.0	-2.9
SOUTH CAROLINA	959	492	488	-471	-4	-49.1	-0.8
SOUTH DAKOTA	63	98	60	-3	-38	-4.8	-38.8
TENNESSEE	992	778	717	-275	-61	-27.7	-7.8
TEXAS	1,571	1,821	1,999	429	178	27.3	9.8
UTAH	321	337	351	30	14	9.3	4.2
VERMONT	32	119	44	12	-75	37.5	-63.0
VIRGINIA	1,528	1,878	1,875	347	-3	22.7	-0.2
WASHINGTON	949	354	380	-569	26	-60.0	7.3
WEST VIRGINIA	353	277	313	-40	36	-11.3	13.0
WISCONSIN	575	466	451	-124	-15	-21.6	-3.2
WYOMING	191	44	75	-116	31	-60.7	70.5
AMERICAN SAMOA	4	1	3	-1	2	-25.0	200.0
GUAM	16	42	32	17	-10	106.5	-23.8
NORTHERN MARIANAS	-	-	-	-	-	-	-
TRUST TERRITORIES	48	-	-	-	-	-	-
VIRGIN ISLANDS	22	11	12	-10	1	-45.5	9.1
BUR. OF INDIAN AFFAIRS	-	13	14	-	1	-	7.7
U.S. AND TERRITORIES	38,247	30,979	31,096	-7,151	117	-18.7	0.4

(Continued)

Table 3A6

NUMBER AND CHANGE IN NUMBER OF CHILDREN AGES 3-21 YEARS SERVED UNDER P.L. 89-313 AND P.L. 94-142

DEAF-BLIND

STATE	NUMBER			CHANGES IN NUMBER SERVED		PERCENT CHANGE IN NUMBER SERVED	
	1976-77	1981-82	1982-83	1982-83 - 1976-77	1982-83 - 1981-82	1982-83 - 1976-77	1982-83 - 1981-82
ALABAMA	-	55	54	-	-1	-	-1.8
ALASKA	-	22	15	-	-7	-	-31.8
ARIZONA	-	0	0	-	0	-	-
ARKANSAS	-	20	23	-	3	-	15.0
CALIFORNIA	-	203	229	-	26	-	12.8
COLORADO	-	68	92	-	24	-	35.3
CONNECTICUT	-	5	3	-	-2	-	-40.0
DELAWARE	-	39	42	-	3	-	7.7
DISTRICT OF COLUMBIA	-	24	39	-	15	-	62.5
FLORIDA	-	94	71	-	-23	-	-24.5
GEORGIA	-	61	7	-	-54	-	-88.5
HAWAII	-	26	52	-	26	-	100.0
IDAHO	-	17	6	-	-11	-	-64.7
ILLINOIS	-	108	104	-	-4	-	-3.7
INDIANA	-	30	24	-	-6	-	-20.0
IOWA	-	40	17	-	-23	-	-57.5
KANSAS	-	28	370	-	342	-	1,221.4
KENTUCKY	-	133	19	-	-114	-	-85.7
LOUISIANA	-	75	29	-	-46	-	-61.3
MAINE	-	17	11	-	-6	-	-35.3
MARYLAND	-	54	51	-	-3	-	-5.6
MASSACHUSETTS	-	143	140	-	-3	-	-2.1
MICHIGAN	-	0	0	-	0	-	-
MINNESOTA	-	41	33	-	-8	-	-19.5
MISSISSIPPI	-	43	47	-	4	-	9.3
MISSOURI	-	65	83	-	18	-	27.7
MONTANA	-	28	25	-	-3	-	-10.7
NEBRASKA	-	0	8	-	8	-	-
NEVADA	-	1	1	-	0	-	0.0
NEW HAMPSHIRE	-	7	5	-	-2	-	-28.6
NEW JERSEY	-	46	37	-	-9	-	-19.6
NEW MEXICO	-	36	57	-	21	-	58.3
NEW YORK	-	113	156	-	43	-	38.1
NORTH CAROLINA	-	32	42	-	10	-	31.3
NORTH DAKOTA	-	21	14	-	-7	-	-33.3
OHIO	-	145	48	-	-97	-	-66.9
OKLAHOMA	-	42	41	-	-1	-	-2.4
OREGON	-	31	43	-	12	-	38.7
PENNSYLVANIA	-	8	9	-	1	-	12.5
PUERTO RICO	-	122	55	-	-67	-	-54.9
RHODE ISLAND	-	12	17	-	5	-	41.7
SOUTH CAROLINA	-	12	13	-	1	-	8.3
SOUTH DAKOTA	-	41	14	-	-27	-	-65.9
TENNESSEE	-	9	27	-	18	-	200.0
TEXAS	-	215	172	-	-43	-	-20.0
UTAH	-	37	45	-	8	-	21.6
VERMONT	-	12	3	-	-9	-	-75.0
VIRGINIA	-	55	27	-	-28	-	-50.9
WASHINGTON	-	48	38	-	-10	-	-20.8
WEST VIRGINIA	-	21	2	-	-19	-	-90.5
WISCONSIN	-	53	44	-	-9	-	-17.0
WYOMING	-	49	21	-	-28	-	-57.1
AMERICAN SAMOA	-	2	3	-	1	-	50.0
GUAM	-	15	13	-	-2	-	-13.3
NORTHERN MARIANAS	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	17	12	-	-5	-	-29.4
BUR. OF INDIAN AFFAIRS	-	1	0	-	-1	-	-100.0
U.S. AND TERRITORIES	-	2,642	2,553	-	-89	-	-3.4

Table 3B1

NUMBER OF SPECIAL EDUCATION TEACHERS EMPLOYED TO SERVE HANDICAPPED CHILDREN 0 - 21 YEARS OLD

STATE	ALL CONDITIONS			LEARNING DISABLED			SPEECH IMPAIRED			MENTALLY RETARDED		
	TEACHERS EMPLOYED 1976-77	TEACHERS EMPLOYED 1980-81	TEACHERS EMPLOYED 1981-82	TEACHERS EMPLOYED 1976-77	TEACHERS EMPLOYED 1980-81	TEACHERS EMPLOYED 1981-82	TEACHERS EMPLOYED 1976-77	TEACHERS EMPLOYED 1980-81	TEACHERS EMPLOYED 1981-82	TEACHERS EMPLOYED 1976-77	TEACHERS EMPLOYED 1980-81	TEACHERS EMPLOYED 1981-82
ALABAMA	3,299	4,857	4,018	314	845	860	168	364	363	2,475	2,816	2,211
ALASKA	506	515	579	279	234	359	45	69	39	112	120	55
ARIZONA	2,888	2,963	3,053	1,093	1,532	1,549	0	-	186	1,026	659	539
ARKANSAS	1,456	2,422	2,252	239	911	955	150	199	30	814	1,125	1,109
CALIFORNIA	13,507	16,054	14,551	4,933	8,947	7,816	651	973	3,828	3,210	2,748	1,139
COLORADO	3,001	3,155	3,372	1,209	1,415	1,438	326	436	508	860	598	611
CONNECTICUT	3,984	3,081	3,016	1,337	1,529	1,496	-	90	0	1,187	623	884
DELAWARE	838	1,128	939	320	520	224	82	29	25	213	194	114
DISTRICT OF COLUMBIA	688	471	711	132	182	281	20	18	88	275	149	181
FLORIDA	6,602	8,706	7,938	1,509	2,977	2,360	709	1,132	0	2,761	2,221	2,124
GEORGIA	4,775	6,140	6,343	835	1,635	1,645	460	695	649	2,319	2,078	2,034
HAWAII	702	903	860	293	377	236	-	106	63	176	148	96
IDAHO	851	723	717	373	423	368	90	0	182	203	230	122
ILLINOIS	12,679	14,250	16,527	2,863	4,864	5,080	1,656	2,002	2,037	4,104	3,887	3,983
INDIANA	3,583	4,844	5,975	279	1,476	1,664	683	6	833	1,987	2,453	2,451
IOWA	2,852	4,357	3,833	1,036	1,728	1,214	27	69	19	1,224	1,591	1,012
KANSAS	1,755	2,006	2,847	559	742	769	-	-	374	790	644	984
KENTUCKY	3,402	4,025	4,068	635	1,291	989	372	512	513	1,861	1,726	1,365
LOUISIANA	3,240	5,472	4,924	764	2,098	3,005	-	619	283	1,853	1,644	1,350
MAINE	1,040	1,734	1,668	176	525	525	1	90	109	219	440	440
MARYLAND	4,019	5,356	5,065	1,712	2,625	2,290	418	417	149	1,349	1,382	976
MASSACHUSETTS	6,362	8,145	6,005	1,005	2,875	2,180	1,905	1,873	1144	1,609	1,727	1,332
MICHIGAN	8,403	10,562	7,480	1,259	2,586	2,295	1,370	1,427	1,166	3,362	3,426	2,802
MINNESOTA	4,838	6,348	5,305	1,905	2,707	2,647	658	990	0	1,679	1,878	1,714
MISSISSIPPI	1,971	3,043	3,145	272	824	926	251	437	402	1,295	1,644	1,380
MISSOURI	4,415	5,514	5,598	1,094	2,254	2,254	654	894	895	1,923	1,470	1,469
MONTANA	966	711	731	442	455	0	198	8	0	246	127	0
NEBRASKA	1,230	1,212	1,240	227	428	700	-	414	0	728	269	343
NEVADA	525	686	667	254	367	421	39	58	7	139	121	113
NEW HAMPSHIRE	1,007	1,537	497	181	323	199	161	242	0	181	272	69
NEW JERSEY	5,644	8,263	9,165	1,231	2,736	2,522	1,251	135	171	1,436	1,615	1,572
NEW MEXICO	-	-	-	-	-	-	-	-	-	-	-	-
NEW YORK	13,696	19,337	22,092	2,398	5,561	7,197	1,286	2,599	2,365	4,195	3,552	3,824
NORTH CAROLINA	4,058	5,671	5,222	419	1,630	1,670	10	463	265	3,043	2,907	2,359
NORTH DAKOTA	352	522	663	128	155	183	0	0	180	194	270	241
OHIO	8,702	11,324	13,012	1,636	5,292	5,396	-	0	0	4,070	4,006	5,184
OKLAHOMA	2,173	3,352	3,338	834	1,368	1,452	252	475	431	889	1,123	1,080
OREGON	1,559	2,017	1,744	729	874	435	189	350	350	406	392	417
PENNSYLVANIA	8,887	9,686	11,167	1,397	2,809	2,597	-	981	1,296	5,162	3,320	3,938
PUERTO RICO	696	1,087	1,557	31	61	60	17	26	22	506	626	738
RHODE ISLAND	505	701	1,019	195	367	651	0	25	49	180	228	139
SOUTH CAROLINA	3,559	3,361	3,514	468	833	838	466	447	447	1,928	1,467	1,515
SOUTH DAKOTA	409	410	634	139	110	120	1	0	0	188	198	407
TENNESSEE	4,700	3,982	4,057	1,640	939	1,370	560	-	0	1,465	1,575	1,648
TEXAS	8,864	13,111	14,916	1,878	5,800	6,377	1,624	2,041	0	1,934	3,357	3,875
UTAH	1,102	1,553	1,406	10	43	439	0	28	98	148	173	184
VERMONT	283	592	536	47	118	225	0	17	2	106	299	209
VIRGINIA	3,763	5,786	5,306	966	2,178	2,426	513	743	0	1,686	1,511	1,490
WASHINGTON	2,132	3,302	2,355	517	1,437	1,040	-	251	46	979	793	577
WEST VIRGINIA	1,650	2,199	2,183	272	615	762	207	336	0	892	975	956
WISCONSIN	4,940	5,635	6,737	1,245	1,908	2,027	930	1,149	1,156	1,771	1,175	1,697
WYOMING	444	461	554	228	287	-	0	0	-	138	114	-
AMERICAN SAMOA	20	22	27	2	8	11	2	2	-	8	6	11
GUAM	64	145	-	6	42	-	1	4	-	44	72	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	53	-	-	4	-	-	7	-	-	9	-	-
VIRGIN ISLANDS	71	-	-	7	-	-	4	-	-	46	-	-
BUR. OF INDIAN AFFAIRS	132	-	286	47	-	134	6	-	34	60	-	47
U.S. AND TERRITORIES	179,804	232,627	235,388	44,003	64,887	63,673	18,392	24,411	20,499	71,661	67,942	64,063

CERTAIN DISCREPANCIES MAY HAVE OCCURRED DUE TO VARYING INTERPRETATIONS OF FULL TIME EQUIVALENCY (FTE) AMONG STATES AND WITHIN THE SAME STATE BETWEEN ONE YEAR AND ANOTHER. SEP IS WORKING WITH THE SEAS TO IMPROVE THE VALIDITY OF THIS DATA.

(Continued)

Table 3B1

NUMBER OF SPECIAL EDUCATION TEACHERS EMPLOYED
TO SERVE HANDICAPPED CHILDREN 0 - 21 YEARS OLD

STATE	EMOTIONALLY DISTURBED			OTHER HEALTH IMPAIRED			MULTIHANDICAPPED			HARD OF HEARING & DEAF		
	TEACHERS EMPLOYED 1976-77	TEACHERS EMPLOYED 1980-81	TEACHERS EMPLOYED 1981-82	TEACHERS EMPLOYED 1976-77	TEACHERS EMPLOYED 1980-81	TEACHERS EMPLOYED 1981-82	TEACHERS EMPLOYED 1976-77	TEACHERS EMPLOYED 1980-81	TEACHERS EMPLOYED 1981-82	TEACHERS EMPLOYED 1976-77	TEACHERS EMPLOYED 1980-81	TEACHERS EMPLOYED 1981-82
ALABAMA	78	263	251	81	14	14	-	104	124	49	90	92
ALASKA	30	32	57	8	3	4	-	9	22	22	26	27
ARIZONA	440	430	345	1	-	62	-	158	169	150	114	130
ARKANSAS	27	60	48	50	8	9	-	39	12	71	36	50
CALIFORNIA	2,304	1,460	277	411	498	612	-	-	219	947	612	249
COLORADO	367	389	465	-	-	0	-	89	116	133	135	135
CONNECTICUT	906	576	507	36	28	9	-	113	0	338	78	56
DELAWARE	171	310	73	1	1	1	-	8	0	40	36	29
DISTRICT OF COLUMBIA	107	65	96	21	12	14	-	7	4	30	7	12
FLORIDA	835	1,251	1,163	200	295	319	-	52	0	268	386	273
GEORGIA	551	1,344	1,277	152	33	121	-	96	76	327	165	253
HAWAII	34	46	55	128	8	-	-	25	34	52	64	48
IDAHO	46	28	23	28	0	2	-	6	0	85	23	12
ILLINOIS	2,572	2,198	2,348	-	0	-	-	39	44	588	643	700
INDIANA	184	369	465	102	1	10	-	164	143	218	199	195
IOWA	201	320	288	65	126	20	-	59	93	184	240	164
KANSAS	228	344	359	26	21	18	-	-	0	98	118	101
KENTUCKY	165	251	220	153	-	159	-	101	106	123	81	77
LOUISIANA	229	313	387	127	80	50	-	276	88	148	124	183
MAINE	26	300	300	-	56	56	-	50	45	29	85	85
MARYLAND	271	386	380	28	18	40	-	228	340	124	152	194
MASSACHUSETTS	1,096	1,116	882	128	114	143	-	179	192	219	114	204
MICHIGAN	1,356	1,947	177	155	-	-	-	207	226	443	490	356
MINNESOTA	260	368	399	136	142	42	-	0	0	71	197	185
MISSISSIPPI	6	45	55	-	0	0	-	13	30	107	50	47
MISSOURI	491	606	606	0	0	0	-	82	82	150	94	93
MONTANA	49	48	0	1	1	0	-	59	0	16	6	0
NEBRASKA	126	56	95	8	0	0	-	10	24	65	13	33
NEVADA	23	64	43	20	8	10	-	25	26	23	26	28
NEW HAMPSHIRE	172	236	42	131	183	0	-	13	46	40	67	29
NEW JERSEY	950	1,571	1,451	343	23	104	-	264	371	196	232	181
NEW MEXICO	-	-	-	-	-	-	-	-	-	-	-	-
NEW YORK	3,230	4,238	5,115	1,658	918	851	-	1,120	1,021	419	597	911
NORTH CAROLINA	229	431	414	41	35	55	-	113	80	213	325	252
NORTH DAKOTA	16	19	22	0	0	-	-	0	-	9	37	33
OHIO	210	794	901	86	0	-	-	345	386	381	390	387
OKLAHOMA	27	79	105	0	18	15	-	99	121	106	125	79
OREGON	102	112	109	24	20	133	-	54	27	48	133	79
PENNSYLVANIA	1,090	1,239	1,230	-	104	126	-	193	9	542	547	487
PUERTO RICO	20	82	63	21	0	4	-	20	248	90	144	82
RHODE ISLAND	92	75	56	0	0	3	-	0	9	15	1	5
SOUTH CAROLINA	248	326	327	124	20	21	-	32	63	164	111	157
SOUTH DAKOTA	25	19	21	2	3	3	-	22	22	32	25	25
TENNESSEE	355	220	230	270	138	100	-	215	250	230	214	250
TEXAS	389	756	966	-	24	188	-	269	303	515	454	466
UTAH	49	142	361	54	6	2	-	132	130	3	62	21
VERMONT	26	99	40	5	7	7	-	19	26	33	22	18
VIRGINIA	254	540	570	11	18	11	-	218	216	222	153	180
WASHINGTON	365	326	222	5	95	53	-	111	81	127	154	112
WEST VIRGINIA	57	138	154	90	41	77	-	12	23	56	45	75
WISCONSIN	564	963	1,043	34	46	49	-	0	0	199	185	197
WYOMING	39	30	-	4	2	-	-	0	-	28	23	-
AMERICAN SAMOA	0	0	0	1	0	0	-	0	2	3	3	2
GUAM	0	4	-	0	0	-	-	5	-	9	12	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	9	-	-	5	-	-	-	-	-	12	-	-
VIRGIN ISLANDS	4	-	-	0	-	-	-	-	-	6	-	-
BUR. OF INDIAN AFFAIRS	10	-	19	-	-	0	-	-	10	4	-	0
U.S. AND TERRITORIES	21,709	27,424	25,097	4,975	3,168	3,518	-	5,453	5,660	8,789	8,392	8,037

CERTAIN DISCREPANCIES MAY HAVE OCCURRED DUE TO VARYING INTERPRETATIONS OF FULL TIME EQUIVALENCY (FTE) AMONG STATES AND WITHIN THE SAME STATE BETWEEN ONE YEAR AND ANOTHER. SEP IS WORKING WITH THE SEAS TO IMPROVE THE VALIDITY OF THIS DATA.

(Continued)

Table 3B1

NUMBER OF SPECIAL EDUCATION TEACHERS EMPLOYED TO SERVE HANDICAPPED CHILDREN 0 - 21 YEARS OLD

STATE	ORTHOPEDICALLY IMPAIRED			VISUALLY HANDICAPPED			DEAF-BLIND			NON-CATEGORICAL		
	TEACHERS EMPLOYED 1976-77	TEACHERS EMPLOYED 1980-81	TEACHERS EMPLOYED 1981-82	TEACHERS EMPLOYED 1976-77	TEACHERS EMPLOYED 1980-81	TEACHERS EMPLOYED 1981-82	TEACHERS EMPLOYED 1976-77	TEACHERS EMPLOYED 1980-81	TEACHERS EMPLOYED 1981-82	TEACHERS EMPLOYED 1976-77	TEACHERS EMPLOYED 1980-81	TEACHERS EMPLOYED 1981-82
ALABAMA	88	24	47	6	36	33	-	1	3			0
ALASKA	10	12	6	5	5	7	-	5	3			0
ARIZONA	78	32	24	100	87	47	-	-	2			0
ARKANSAS	64	8	12	43	35	21	-	1	6			0
CALIFORNIA	645	418	307	406	352	88	-	46	16			0
COLORADO	64	35	50	43	50	46	-	8	4			0
CONNECTICUT	111	12	41	69	32	21	-	0	0			0
DELAWARE	29	13	24	12	7	3	-	8	7			436
DISTRICT OF COLUMBIA	21	11	17	92	12	12	-	8	6			0
FLORIDA	214	228	203	109	170	152	-	23	15			1,328
GEORGIA	109	18	69	86	72	86	-	3	7			128
HAWAII	15	20	26	5	6	10	-	5	7			287
IDAHO	12	2	7	44	11	3	-	0	1			0
ILLINOIS	705	354	369	189	264	269	-	0	-			1,699
INDIANA	53	115	128	77	54	85	-	7	1			0
IOWA	67	107	65	48	102	27	-	15	21			910
KANSAS	17	16	15	40	46	45	-	77	100			481
KENTUCKY	33	23	33	41	39	29	-	-	0			580
LOUISIANA	63	54	53	56	55	79	-	9	4			442
MAINE	8	64	64	-	110	30	-	14	14			0
MARYLAND	68	80	68	52	81	106	-	6	5			520
MASSACHUSETTS	240	90	126	160	49	96	-	8	6			0
MICHIGAN	323	332	279	136	147	94	-	-	-			265
MINNESOTA	87	42	30	42	54	58	-	0	3			227
MISSISSIPPI	18	18	30	22	11	15	-	1	1			260
MISSOURI	81	90	90	22	24	24	-	0	0			83
MONTANA	13	1	0	1	4	0	-	1	0			731
NEBRASKA	43	16	35	33	5	10	-	0	0			0
NEVADA	19	6	11	8	12	8	-	-	0			0
NEW HAMPSHIRE	121	168	0	20	30	13	-	3	0			99
NEW JERSEY	88	59	74	113	62	108	-	6	10			2,602
NEW MEXICO	-	-	-	-	-	-	-	-	-			
NEW YORK	154	287	486	356	465	322	-	-	0			0
NORTH CAROLINA	40	74	62	63	87	57	-	6	8			0
NORTH DAKOTA	2	20	8	2	21	14	-	0	4			
OHIO	200	454	545	119	81	132	-	2	5			76
OKLAHOMA	35	31	27	30	27	17	-	9	11			0
OREGON	27	34	100	34	40	40	-	9	9			48
PENNSYLVANIA	503	250	225	193	237	252	-	6	12			1,386
PUERTO RICO	4	24	18	7	6	13	-	18	11			298
RHODE ISLAND	16	8	2	7	0	4	-	0	1			100
SOUTH CAROLINA	67	69	69	94	53	74	-	2	3			0
SOUTH DAKOTA	11	17	18	13	12	12	-	4	6			0
TENNESSEE	35	200	120	145	77	90	-	4	2			
TEXAS	460	222	383	64	130	144	-	59	69			2,145
UTAH	8	16	21	1	12	12	-	4	2			138
VERMONT	5	7	7	61	1	1	-	3	1			0
VIRGINIA	58	41	41	54	74	70	-	2	2			340
WASHINGTON	36	73	68	18	58	26	-	5	5			126
WEST VIRGINIA	43	21	.33	33	16	48	-	0	5			52
WISCONSIN	118	127	128	80	82	81	-	0	6			356
WYOMING	6	2	-	4	3	-	-	0	-			
AMERICAN SAMOA	1	0	0	1	1	0	-	2	1			0
GUAM	0	0	-	4	4	-	-	2	-			
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-			
TRUST TERRITORIES	3	-	-	4	-	-	-	-	-			
VIRGIN ISLANDS	2	-	-	2	-	-	-	-	-			
BUR. OF INDIAN AFFAIRS	3	-	1	1	-	1	-	-	0			41
U.S. AND TERRITORIES	5,344	4,443	4,661	3,470	3,481	3.041	-	391	404	-	-	16,177

CERTAIN DISCREPANCIES MAY HAVE OCCURRED DUE TO VARYING INTERPRETATIONS OF FULL TIME EQUIVALENCY (FTE) AMONG STATES AND WITHIN THE SAME STATE BETWEEN ONE YEAR AND ANOTHER. SEP IS WORKING WITH THE SEAS TO IMPROVE THE VALIDITY OF THIS DATA.

Table 3B2

SCHOOL STAFF OTHER THAN SPECIAL EDUCATION TEACHERS EMPLOYED TO SERVE HANDICAPPED CHILDREN 0-21 YEARS OLD

STATE	ALL STAFF			SOCIAL WORKERS			OCCUPATIONAL/ RECREATIONAL/ PHYSICAL THERAPISTS		
	EMPLOYED 1977	EMPLOYED 1981	EMPLOYED 1982	EMPLOYED 1977	EMPLOYED 1981	EMPLOYED 1982	EMPLOYED 1977	EMPLOYED 1981	EMPLOYED 1982
ALABAMA	387	1,275	1,832	0	12	12	2	46	49
ALASKA	330	526	740	0	4	2	0	30	33
ARIZONA	2,158	3,947	3,471	35	43	71	32	139	79
ARKANSAS	1,589	1,176	1,054	2	34	27	44	12	12
CALIFORNIA	18,459	21,145	20,262	88	128	10	81	120	11
COLORADO	2,511	3,636	3,093	245	352	309	37	212	213
CONNECTICUT	3,054	4,339	1,840	-	356	243	24	52	41
DELAWARE	384	561	609	36	19	14	18	24	15
DISTRICT OF COLUMBIA	956	696	930	66	23	68	25	21	49
FLORIDA	2,978	5,471	6,821	10	152	211	97	172	151
GEORGIA	2,275	4,020	4,731	224	113	196	41	97	118
HAWAII	241	746	665	31	39	41	7	27	38
IDAHO	729	716	1,695	17	15	15	18	18	4
ILLINOIS	16,545	16,034	14,457	756	1,179	1,190	34	366	379
INDIANA	3,143	6,383	5,700	28	115	103	59	176	166
IOWA	2,203	3,265	3,054	121	187	200	27	82	69
KANSAS	1,566	2,758	2,975	38	86	91	6	35	41
KENTUCKY	3,417	3,020	3,211	51	55	50	46	42	41
LOUISIANA	4,430	4,917	6,003	69	114	182	74	78	66
MAINE	3,841	2,487	2,353	28	46	32	0	18	14
MARYLAND	3,409	5,153	5,973	36	60	75	21	204	233
MASSACHUSETTS	7,695	12,302	6,085	446	987	445	91	189	77
MICHIGAN	7,098	9,402	10,298	924	987	667	177	391	522
MINNESOTA	2,713	4,599	5,273	280	387	360	27	187	176
MISSISSIPPI	1,311	-	1,436	161	-	35	6	-	13
MISSOURI	2,652	3,324	3,238	2	39	66	96	52	52
MONTANA	277	696	696	6	6	5	1	13	10
NEBRASKA	1,030	226	392	-	3	3	-	3	3
NEVADA	274	555	671	6	5	5	1	13	12
NEW HAMPSHIRE	2,985	3,931	986	396	225	0	127	195	51
NEW JERSEY	6,210	10,687	12,640	724	783	1,063	29	127	208
NEW MEXICO	-	-	-	-	-	-	-	-	-
NEW YORK	7,882	11,683	11,793	38	508	0	0	-	0
NORTH CAROLINA	3,910	6,175	4,597	128	500	146	66	136	129
NORTH DAKOTA	330	444	558	5	16	30	1	15	28
OHIO	2,576	3,830	7,743	0	-	32	31	133	235
OKLAHOMA	1,336	2,345	2,239	36	22	51	17	54	73
OREGON	1,126	2,081	3,693	9	66	66	18	123	123
PENNSYLVANIA	6,511	7,318	10,241	-	119	169	-	180	267
PUERTO RICO	242	1,204	1,201	19	26	37	5	10	14
RHODE ISLAND	235	972	1,091	21	68	63	3	51	27
SOUTH CAROLINA	3,050	2,373	3,080	133	80	92	72	30	143
SOUTH DAKOTA	589	865	828	4	34	33	9	38	40
TENNESSEE	2,495	3,953	3,760	50	94	95	30	52	65
TEXAS	3,780	12,217	14,790	-	36	140	200	78	240
UTAH	823	1,282	1,100	54	84	62	2	37	24
VERMONT	677	1,013	858	0	3	4	5	19	13
VIRGINIA	3,343	2,871	2,923	352	338	336	59	142	171
WASHINGTON	1,682	2,810	2,281	0	56	43	0	171	151
WEST VIRGINIA	653	1,046	1,757	8	8	20	1	31	27
WISCONSIN	2,678	3,832	5,033	190	315	329	115	310	371
WYOMING	620	782	772	15	33	49	13	14	21
AMERICAN SAMOA	17	32	31	0	1	1	1	1	0
GUAM	34	262	-	2	5	-	0	8	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	27	-	-	0	-	-	3	-	-
VIRGIN ISLANDS	44	-	-	0	-	-	0	-	-
BUR. OF INDIAN AFFAIRS	182	-	352	11	-	9	-	-	10
U.S. AND TERRITORIES	151,649	207,384	213,900	5,881	8,960	7,598	1,905	4,754	5,114

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(Continued)

Table 3B2

SCHOOL STAFF OTHER THAN SPECIAL EDUCATION TEACHERS EMPLOYED TO SERVE HANDICAPPED CHILDREN 0-21 YEARS OLD

STATE	HOME-HOSPITAL TEACHERS EMPLOYED 1977	HOME-HOSPITAL TEACHERS EMPLOYED 1981	HOME-HOSPITAL TEACHERS EMPLOYED 1982	TEACHER AIDES EMPLOYED 1977	TEACHER AIDES EMPLOYED 1981	TEACHER AIDES EMPLOYED 1982	PHYSICAL ED COORDINATORS EMPLOYED 1977	PHYSICAL ED COORDINATORS EMPLOYED 1981	PHYSICAL ED COORDINATORS EMPLOYED 1982
ALABAMA	18	0	-	180	754	754	0	24	24
ALASKA	5	15	-	205	230	303	0	4	2
ARIZONA	107	141	-	903	1,821	1,735	14	95	69
ARKANSAS	50	27	-	416	375	318	25	53	48
CALIFORNIA	1,093	464	-	8,230	11,444	16,794	880	626	314
COLORADO	89	68	-	776	1,197	1,264	38	48	0
CONNECTICUT	26	167	-	1,272	1,814	182	8	93	15
DELAWARE	3	1	-	111	205	225	34	38	10
DISTRICT OF COLUMBIA	32	20	-	215	161	227	21	21	24
FLORIDA	-	0	-	2,011	2,911	2,870	64	154	113
GEORGIA	-	152	-	656	1,940	1,674	17	17	31
HAWAII	3	211	-	69	275	340	-	6	7
IDAHO	6	13	-	376	413	420	10	3	254
ILLINOIS	2,075	1,729	-	9,532	6,164	7,395	200	104	116
INDIANA	1,158	377	-	1,219	1,685	1,935	-	41	45
IOWA	63	91	-	865	1,455	1,220	18	18	6
KANSAS	26	-	-	832	1,772	1,877	3	12	17
KENTUCKY	64	201	-	395	978	1,047	1,409	293	281
LOUISIANA	75	119	-	2,604	3,068	3,182	60	148	176
MAINE	0	420	-	1,067	900	1,150	511	0	0
MARYLAND	254	108	-	1,443	2,309	2,275	66	98	116
MASSACHUSETTS	314	0	-	3,294	5,307	2,548	138	301	108
MICHIGAN	115	134	-	4,540	5,406	4,676	0	0	151
MINNESOTA	-	0	-	1,582	2,615	2,402	65	131	164
MISSISSIPPI	20	-	-	300	-	366	-	-	39
MISSOURI	5	0	-	1,764	2,313	2,228	58	15	29
MONTANA	14	11	-	135	306	331	2	8	8
NEBRASKA	21	-	-	375	-	0	-	-	0
NEVADA	15	11	-	170	332	363	1	23	31
NEW HAMPSHIRE	16	22	-	1,183	1,715	390	84	109	4
NEW JERSEY	46	988	-	342	983	3,053	180	2,192	320
NEW MEXICO	-	-	-	-	-	-	-	-	-
NEW YORK	282	299	-	5,251	6,618	5,470	619	653	0
NORTH CAROLINA	56	110	-	1,505	1,900	1,845	126	245	237
NORTH DAKOTA	37	0	-	100	164	221	1	3	10
OHIO	0	0	-	184	874	2,697	4	0	110
OKLAHOMA	636	87	-	56	841	571	9	314	377
OREGON	153	73	-	458	945	798	46	94	94
PENNSYLVANIA	-	35	-	4,187	4,140	4,946	-	179	94
PUERTO RICO	0	201	-	55	421	434	9	23	77
RHODE ISLAND	-	54	-	-	250	381	-	104	119
SOUTH CAROLINA	170	23	-	970	1,059	1,166	18	181	202
SOUTH DAKOTA	8	11	-	207	220	225	6	206	202
TENNESSEE	210	243	-	1,450	1,701	1,720	15	145	140
TEXAS	-	691	-	1,100	8,049	8,619	55	0	24
UTAH	58	32	-	267	597	495	35	21	8
VERMONT	223	14	-	297	408	223	4	184	49
VIRGINIA	543	189	-	1,412	248	281	38	139	58
WASHINGTON	0	17	-	586	1,228	904	0	24	24
WEST VIRGINIA	109	88	-	287	554	697	21	13	18
WISCONSIN	32	0	-	1,085	1,934	1,940	106	25	37
WYOMING	6	1	-	226	325	434	16	6	0
AMERICAN SAMOA	0	0	-	1	9	9	0	1	1
GUAM	2	3	-	14	179	-	1	3	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	2	-	-	8	-	-	0	-	-
VIRGIN ISLANDS	0	-	-	13	-	-	0	-	-
BUR. OF INDIAN AFFAIRS	3	-	-	101	-	169	11	-	5
U.S. AND TERRITORIES	8,243	8,159	-	66,876	93,208	97,845	5,014	7,239	4,404

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(Continued)

Table 3B2

SCHOOL STAFF OTHER THAN SPECIAL EDUCATION TEACHERS EMPLOYED TO SERVE HANDICAPPED CHILDREN 0-21 YEARS OLD

	SUPERVISORS			OTHER NON-INSTRUCTIONAL STAFF			PSYCHOLOGISTS/ DIAGNOSTIC STAFF		
STATE	EMPLOYED 1977	EMPLOYED 1981	EMPLOYED 1982	EMPLOYED 1977	EMPLOYED 1981	EMPLOYED 1982	EMPLOYED 1977	EMPLOYED 1981	EMPLOYED 1982
ALABAMA	74	161	161	0	223	223	63	39	208
ALASKA	19	39	44	21	60	143	28	47	33
ARIZONA	259	141	133	70	731	667	324	371	359
ARKANSAS	177	113	89	421	76	61	126	97	70
CALIFORNIA	607	961	821	3,367	2,780	985	1,547	1,877	223
COLORADO	185	148	114	680	1,104	741	261	295	315
CONNECTICUT	257	282	198	573	351	270	381	530	358
DELAWARE	10	14	27	21	29	132	50	141	111
DISTRICT OF COLUMBIA	58	16	27	257	291	375	153	49	110
FLORIDA	337	252	297	148	736	1,038	71	608	571
GEORGIA	144	276	328	731	810	1,357	440	448	299
HAWAII	2	11	10	8	20	38	71	107	145
IDAHO	51	39	61	43	0	0	157	86	86
ILLINOIS	388	531	574	337	4,591	3,404	2,965	1,180	1,200
INDIANA	93	372	397	81	1,768	1,747	305	356	344
IOWA	175	189	107	90	139	225	306	341	572
KANSAS	99	93	84	32	92	112	214	287	348
KENTUCKY	165	142	137	186	839	1,103	957	212	191
LOUISIANA	226	135	152	230	243	863	379	375	482
MAINE	898	99	123	0	400	567	454	274	158
MARYLAND	226	209	283	586	916	1,610	154	273	366
MASSACHUSETTS	570	537	310	1,179	2,410	1,289	618	915	334
MICHIGAN	430	515	445	261	1,188	2,184	648	782	971
MINNESOTA	361	546	241	76	177	420	202	421	431
MISSISSIPPI	40	-	140	427	-	284	122	-	86
MISSOURI	56	270	274	337	334	162	133	226	386
MONTANA	43	52	47	0	13	7	66	99	102
NEBRASKA	90	42	33	97	17	0	142	29	108
NEVADA	3	20	21	6	17	23	40	79	82
NEW HAMPSHIRE	46	68	75	569	789	190	235	349	122
NEW JERSEY	300	281	732	2,144	1,938	902	1,619	1,799	4,404
NEW MEXICO	-	-	-	-	-	-	-	-	-
NEW YORK	713	658	1,578	0	711	2,949	105	1,418	1,796
NORTH CAROLINA	390	270	209	540	1,850	722	290	374	331
NORTH DAKOTA	15	52	61	0	5	0	11	19	19
OHIO	283	410	495	200	274	1,501	809	1,095	1,009
OKLAHOMA	39	88	77	255	336	277	155	194	175
OREGON	70	89	278	82	73	1,168	86	201	201
PENNSYLVANIA	449	435	586	442	713	2,786	184	836	967
PUERTO RICO	27	34	48	30	204	210	37	133	133
RHODE ISLAND	40	43	45	0	75	171	60	113	160
SOUTH CAROLINA	247	149	166	791	309	709	434	197	215
SOUTH DAKOTA	15	0	17	183	43	57	24	58	17
TENNESSEE	160	141	150	200	571	585	125	274	290
TEXAS	640	557	614	925	944	1,034	650	1,315	1,488
UTAH	56	69	69	69	79	92	89	189	136
VERMONT	1	59	64	3	0	197	14	40	40
VIRGINIA	263	121	279	66	303	358	398	460	449
WASHINGTON	143	148	130	361	187	227	263	457	374
WEST VIRGINIA	37	62	115	42	87	308	49	138	168
WISCONSIN	152	200	190	144	133	0	609	685	1,007
WYOMING	31	67	0	118	126	47	73	106	99
AMERICAN SAMOA	5	5	6	6	11	8	1	0	3
GUAM	3	5	-	2	25	-	3	11	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	3	-	-	9	-	-	3	-	-
VIRGIN ISLANDS	3	-	-	16	-	-	9	-	-
BUR. OF INDIAN AFFAIRS	7	-	30	17	-	53	19	-	35
U.S. AND TERRITORIES	10,161	10,216	11,672	17,479	30,139	34,607	17,731	21,003	22,706

CERTAIN DISCREPANCIES MAY HAVE OCCURRED DUE TO VARYING INTERPRETATIONS OF FULL TIME EQUIVALENCY (FTE) AMONG STATES AND WITHIN THE SAME STATE BETWEEN ONE YEAR AND ANOTHER. SEP IS WORKING WITH THE SEAS TO IMPROVE THE VALIDITY OF THIS DATA.

(Continued)

Table 3B2

SCHOOL STAFF OTHER THAN SPECIAL EDUCATION TEACHERS EMPLOYED TO SERVE HANDICAPPED CHILDREN 0-21 YEARS OLD

STATE	SPEECH PATHOLOGISTS/ AUDIOLOGISTS EMPLOYED 1977	EMPLOYED 1981	EMPLOYED 1982	WORK-STUDY COORDINATORS/ VOCATIONAL EDUCATION TEACHERS EMPLOYED 1977	EMPLOYED 1981	EMPLOYED 1982
ALABAMA	0	9	392	30	8	6
ALASKA	45	73	84	7	24	16
ARIZONA	375	377	275	39	88	82
ARKANSAS	156	306	381	152	83	50
CALIFORNIA	2,089	2,434	1,001	477	311	103
COLORADO	42	74	25	158	138	112
CONNECTICUT	448	582	508	67	142	25
DELAWARE	2	54	62	99	36	14
DISTRICT OF COLUMBIA	87	88	37	42	6	13
FLORIDA	0	29	1,301	240	459	269
GEORGIA	-	23	677	22	145	52
HAWAII	43	40	38	7	10	10
IDAHO	20	110	98	31	20	787
ILLINOIS	20	56	44	238	135	187
INDIANA	2	870	845	202	123	118
IOWA	477	640	582	61	123	73
KANSAS	293	381	391	23	-	14
KENTUCKY	69	107	13	75	150	350
LOUISIANA	621	548	799	92	93	101
MAINE	107	196	167	776	134	142
MARYLAND	503	811	770	120	170	265
MASSACHUSETTS	903	1,461	844	142	196	131
MICHIGAN	0	-	410	0	0	269
MINNESOTA	-	0	913	140	155	168
MISSISSIPPI	20	-	385	215	-	88
MISSOURI	62	16	16	139	61	27
MONTANA	9	170	172	1	18	13
NEBRASKA	282	132	245	23	-	0
NEVADA	24	41	96	8	16	38
NEW HAMPSHIRE	156	223	131	173	238	24
NEW JERSEY	731	1,036	1,415	125	560	543
NEW MEXICO	-	-	-	-	-	-
NEW YORK	0	-	0	874	821	0
NORTH CAROLINA	457	334	496	352	456	462
NORTH DAKOTA	145	151	162	15	20	29
OHIO	937	1,085	1,256	148	259	396
OKLAHOMA	51	182	438	82	226	199
OREGON	119	361	361	65	56	604
PENNSYLVANIA	1,214	323	159	35	358	266
PUERTO RICO	5	23	23	54	129	225
RHODE ISLAND	106	142	101	0	72	24
SOUTH CAROLINA	48	122	138	167	223	290
SOUTH DAKOTA	118	187	174	15	68	61
TENNESSEE	50	645	550	206	187	165
TEXAS	40	6	2,110	170	541	521
UTAH	67	133	203	126	42	10
VERMONT	89	199	183	41	87	85
VIRGINIA	19	762	796	193	169	165
WASHINGTON	329	419	351	0	103	76
WEST VIRGINIA	7	24	353	92	41	51
WISCONSIN	10	3	1,159	235	227	1
WYOMING	86	104	122	36	0	0
AMERICAN SAMOA	0	1	0	3	3	3
GUAM	6	13	-	1	10	-
NORTHERN MARIANAS	-	-	-	-	-	-
TRUST TERRITORIES	1	-	-	0	-	-
VIRGIN ISLANDS	1	-	-	2	-	-
BUR. OF INDIAN AFFAIRS	11	-	34	2	-	8
U.S. AND TERRITORIES	11,502	15,975	22,295	6,857	7,736	7,659

CERTAIN DISCREPANCIES MAY HAVE OCCURRED DUE TO VARYING INTERPRETATIONS OF FULL TIME EQUIVALENCY (FTE) AMONG STATES AND WITHIN THE SAME STATE BETWEEN ONE YEAR AND ANOTHER. SEP IS WORKING WITH THE SEAS TO IMPROVE THE VALIDITY OF THIS DATA.

Table 3B3

RATIO OF NUMBER OF HANDICAPPED CHILDREN* SERVED TO SPECIAL EDUCATION TEACHERS EMPLOYED BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1981-1982

STATE	ALL CONDITIONS			LEARNING DISABLED			SPEECH IMPAIRED			MENTALLY RETARDED		
	PUPILS	TEACHERS	PUPILS/ TEACHER	PUPILS	TEACHERS	PUPILS/ TEACHER	PUPILS	TEACHERS	PUPILS/ TEACHER	PUPILS	TEACHERS	PUPILS/ TEACHER
ALABAMA	76.397	4.018	19:1	19.868	860	23:1	14,924	383	39:1	34,402	2.211	16:1
ALASKA	11,007	579	19:1	6.135	359	17:1	3,010	39	77:1	780	55	14:1
ARIZONA	52.137	3.053	17:1	25.376	1.549	16:1	11,527	186	62:1	6,270	539	12:1
ARKANSAS	49.863	2,252	22:1	18.539	955	19:1	10.976	30	366:1	17,244	1,109	16:1
CALIFORNIA	359.888	14.551	25:1	190.727	7,816	24:1	92,594	3.828	24:1	29,874	1,139	26:1
COLORADO	46.147	3.372	14:1	20.937	1,438	15:1	8.303	508	16:1	6.041	611	10:1
CONNECTICUT	66.311	3.016	22:1	29.489	1.498	20:1	13,996	0	.:1	7,081	884	8:1
DELAWARE	14,440	935	15:1	6,520	224	29:1	2,191	25	88:1	2.140	114	19:1
DISTRICT OF COLUMBIA	6.129	711	9:1	1.916	281	7:1	1,252	88	14:1	1,289	181	7:1
FLORIDA	149.838	7.938	19:1	55.782	2.360	24:1	43,530	0	.:1	25,963	2.124	12:1
GEORGIA	115.779	6.343	18:1	35.274	1.645	21:1	28.806	649	44:1	29.110	2.034	14:1
GUAM	2.123	-	.:1	445	-	.:1	355	-	.:1	880	-	.:1
HAWAII	12.678	860	15:1	7.897	235	34:1	1,728	63	28:1	1,674	96	17:1
IDAHO	17.154	717	24:1	8.222	365	23:1	4,067	182	22:1	2.795	122	23:1
ILLINOIS	255.795	16.527	15:1	87.718	5.080	17:1	77.335	2.037	38:1	43.707	3.983	11:1
INDIANA	97.647	5.975	16:1	25.126	1.664	15:1	40.727	833	49:1	25.092	2.451	10:1
IOWA	56.894	3.833	15:1	22.347	1.214	18:1	15.218	19	801:1	12.238	1.012	12:1
KANSAS	42.544	2.847	15:1	15.809	769	21:1	13,576	374	36:1	6.966	584	12:1
KENTUCKY	72.057	4.068	18:1	18.127	989	18:1	24,528	513	48:1	22.717	1.365	17:1
LOUISIANA	81.879	4.924	17:1	34.354	2.005	17:1	20.970	283	74:1	16.927	1.350	13:1
MAINE	25.947	1.668	16:1	8.349	525	16:1	6.055	109	56:1	5.019	440	11:1
MARYLAND	93.296	5.065	18:1	49.171	2.290	21:1	25.053	149	168:1	9.069	976	9:1
MASSACHUSETTS	139.747	6.005	23:1	49.382	2.180	23:1	32.175	844	38:1	29.656	1.332	22:1
MICHIGAN	154.061	7.460	21:1	52.311	2.295	23:1	45.361	1.166	39:1	28.150	2.602	11:1
MINNESOTA	77.916	5.305	15:1	35.249	2.647	13:1	19.231	0	.:1	14.289	1.714	8:1
MISSISSIPPI	49.456	3.145	16:1	14.435	926	16:1	16.207	402	40:1	16.828	1.380	12:1
MISSOURI	100.931	5.595	18:1	36.155	2.254	16:1	32.722	895	37:1	21.066	1.469	14:1
MONTANA	14.279	731	20:1	6.497	0	.:1	4.475	0	.:1	1.449	0	.:1
NEBRASKA	31.812	1.240	26:1	12.422	700	18:1	9.626	0	.:1	6.191	343	18:1
NEVADA	12.456	667	19:1	6.672	421	16:1	2.924	7	450:1	1.211	113	11:1
NEW HAMPSHIRE	14.179	497	29:1	8.001	199	40:1	2.221	0	.:1	1.660	69	24:1
NEW JERSEY	163.686	9.165	18:1	59.251	2.522	23:1	63.752	171	374:1	14.794	1.572	9:1
NEW MEXICO	24.454	-	.:1	12.319	-	.:1	5.307	-	.:1	2.805	-	.:1
NEW YORK	250.404	22.092	11:1	69.489	7.197	10:1	40.683	2.365	17:1	40.541	3.824	11:1
NORTH CAROLINA	120.041	5.222	23:1	45.448	1.670	27:1	25.644	265	97:1	36.788	2.359	16:1
NORTH DAKOTA	10.212	663	15:1	4.137	183	23:1	3.281	160	20:1	1.939	241	8:1
OHIO	210.445	13.012	16:1	71.657	5.396	13:1	62.112	0	.:1	61.279	5.184	12:1
OKLAHOMA	65.479	3.338	20:1	28.312	1.452	19:1	20.117	431	47:1	13.009	1.080	12:1
OREGON	45.278	1.744	26:1	22.236	435	51:1	11.835	350	34:1	4.905	417	12:1
PENNSYLVANIA	190.919	11.167	17:1	57.727	2.597	22:1	63.327	1.296	49:1	46.828	3.538	13:1
PUERTO RICO	27.852	1.557	18:1	1.760	60	29:1	1.248	22	57:1	14.442	738	20:1
RHODE ISLAND	18.435	1.019	18:1	11.212	651	17:1	3.498	49	72:1	1.610	139	12:1
SOUTH CAROLINA	69.476	3.514	20:1	18.855	838	22:1	18.829	447	42:1	23.500	1.515	16:1
SOUTH DAKOTA	11.522	634	18:1	3.048	120	25:1	5.312	0	.:1	1.490	407	4:1
TENNESSEE	102.459	4.057	25:1	39.410	1.370	29:1	32.823	0	.:1	20.629	1.645	13:1
TEXAS	281.873	14.916	19:1	141.924	6.377	22:1	66.286	0	.:1	29.326	3.875	8:1
UTAH	37.584	1.406	27:1	13.246	439	30:1	7.571	98	78:1	3.184	184	17:1
VERMONT	11.563	536	22:1	4.382	225	19:1	2.418	2	1209:1	2.917	209	14:1
VIRGINIA	99.571	5.306	19:1	36.139	2.426	15:1	31.010	0	.:1	17.676	1.450	12:1
VIRGIN ISLANDS	272	-	.:1	36	-	.:1	7	-	.:1	101	-	.:1
WASHINGTON	63.916	2.355	27:1	30.137	1.040	29:1	13.312	46	291:1	9.892	577	17:1
WEST VIRGINIA	39.[illegible]	2.183	18:1	12.851	762	17:1	11.946	0	.:1	11.177	956	12:1
WISCONSIN	71.593	6.737	11:1	26.861	2.027	13:1	17.714	1.156	15:1	13.874	1.697	8:1
WYOMING	10.844	554	20:1	4.980	-	.:1	3.082	-	.:1	998	-	.:1
AMERICAN SAMOA	204	27	8:1	114	11	10:1	0	-	.:1	66	11	6:1
BUR. OF INDIAN AFFAIRS	4.859	286	17:1	2.561	134	19:1	942	34	28:1	736	47	16:1
TRUST TERRITORIES	-	-	.:1	-	-	.:1	-	-	.:1	-	-	.:1
NORTHERN MARIANAS	-	-	.:1	-	-	.:1	-	-	.:1	-	-	.:1
U.S. AND TERRITORIES	4.233.282	235.386	18:1	1.627.344	83.673	19:1	1.137.919	20.499	56:1	802.264	64.063	13:1

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* CHILDREN 3-21 YEARS OLD SERVED UNDER P.L. 94-142 AND P.L. 89-313

CERTAIN DISCREPANCIES MAY HAVE OCCURRED DUE TO VARYING INTERPRETATIONS OF FULL TIME EQUIVALENCY (FTE) AMONG STATES AND WITHIN THE SAME STATE BETWEEN ONE YEAR AND ANOTHER. SEP IS WORKING WITH THE SEAS TO IMPROVE THE VALIDITY OF THIS DATA.

(Continued)

Table 3B3

RATIO OF NUMBER OF HANDICAPPED CHILDREN* SERVED TO SPECIAL EDUCATION TEACHERS EMPLOYED BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1981-1982

	EMOTIONALLY DISTURBED			OTHER HEALTH IMPAIRED			MULTIHANDICAPPED			HARD OF HEARING & DEAF		
STATE	PUPILS	TEACHERS	PUPILS/ TEACHER	PUPILS	TEACHERS	PUPILS/ TEACHER	PUPILS	TEACHERS	PUPILS/ TEACHER	PUPILS	TEACHERS	PUPILS/ TEACHER
ALABAMA	3,880	251	15:1	388	14	28:1	1,053	124	8:1	1,057	-	.:1
ALASKA	316	57	6:1	61	4	15:1	190	22	9:1	244	-	.:1
ARIZONA	5,148	345	15:1	700	62	11:1	777	169	5:1	1,036	-	.:1
ARKANSAS	633	48	13:1	259	9	29:1	770	12	64:1	695	-	.:1
CALIFORNIA	9,163	277	33:1	15,032	612	25:1	5,445	219	25:1	7,213	-	.:1
COLORADO	7,358	465	16:1	0	0	.:1	1,242	116	11:1	1,030	-	.:1
CONNECTICUT	12,328	507	24:1	1,022	9	114:1	0	0	.:1	1,219	-	.:1
DELAWARE	2,807	73	39:1	56	1	56:1	4	0	.:1	253	-	.:1
DISTRICT OF COLUMBIA	685	96	7:1	117	14	8:1	203	4	51:1	490	-	.:1
FLORIDA	14,931	1,163	13:1	2,342	319	7:1	2,371	0	.:1	2,065	-	.:1
GEORGIA	16,523	1,277	13:1	1,469	121	12:1	1,011	78	13:1	2,034	-	.:1
GUAM	71	-	.:1	20	-	.:1	163	-	.:1	118	-	.:1
HAWAII	437	55	8:1	0	-	.:1	181	34	5:1	405	-	.:1
IDAHO	543	23	24:1	382	2	191:1	222	0	.:1	404	-	.:1
ILLINOIS	31,780	2,348	14:1	3,088	-	.:1	1,512	44	35:1	4,160	-	.:1
INDIANA	2,539	465	5:1	295	10	30:1	1,186	143	8:1	1,324	-	.:1
IOWA	4,127	288	14:1	185	20	9:1	701	93	8:1	1,009	-	.:1
KANSAS	3,614	359	10:1	478	18	26:1	746	0	.:1	758	-	.:1
KENTUCKY	2,193	220	10:1	853	159	5:1	1,200	106	11:1	1,125	-	.:1
LOUISIANA	4,643	387	12:1	1,333	50	26:1	938	88	11:1	1,681	-	.:1
MAINE	4,317	300	14:1	341	56	6:1	788	45	18:1	473	-	.:1
MARYLAND	3,444	380	9:1	448	40	11:1	2,935	340	9:1	1,595	-	.:1
MASSACHUSETTS	19,165	882	22:1	1,957	143	14:1	3,074	192	16:1	1,889	-	.:1
MICHIGAN	19,293	177	109:1	9	-	.:1	349	226	2:1	3,104	356	9:1
MINNESOTA	5,013	399	13:1	904	42	22:1	0	0	.:1	1,468	-	.:1
MISSISSIPPI	397	55	7:1	0	0	.:1	247	30	8:1	646	-	.:1
MISSOURI	7,136	606	12:1	699	0	.:1	531	82	7:1	1,214	-	.:1
MONTANA	569	0	.:1	103	0	.:1	640	0	.:1	253	-	.:1
NEBRASKA	1,761	95	19:1	0	0	.:1	347	24	14:1	734	-	.:1
NEVADA	541	43	13:1	266	10	27:1	352	26	14:1	193	-	.:1
NEW HAMPSHIRE	1,209	42	29:1	189	0	.:1	141	46	3:1	368	29	13:1
NEW JERSEY	15,529	1,451	11:1	1,477	104	14:1	3,736	371	10:1	2,324	-	.:1
NEW MEXICO	1,948	-	.:1	87	-	.:1	1,054	-	.:1	412	-	.:1
NEW YORK	47,933	5,115	9:1	33,057	851	39:1	6,171	1,021	6:1	4,631	-	.:1
NORTH CAROLINA	5,010	414	12:1	1,094	55	20:1	1,991	80	25:1	2,299	-	.:1
NORTH DAKOTA	326	22	15:1	56	-	.:1	0	-	.:1	209	-	.:1
OHIO	6,135	901	7:1	0	-	.:1	2,147	386	6:1	2,660	387	7:1
OKLAHOMA	960	105	9:1	353	15	23:1	1,179	121	10:1	836	-	.:1
OREGON	2,546	109	23:1	582	133	4:1	131	27	5:1	1,455	-	.:1
PENNSYLVANIA	14,816	1,230	12:1	28	126	0:1	26	9	3:1	4,286	-	.:1
PUERTO RICO	2,044	63	32:1	628	4	157:1	2,357	248	10:1	1,537	-	.:1
RHODE ISLAND	1,209	56	22:1	207	3	60:1	171	9	19:1	242	-	.:1
SOUTH CAROLINA	5,285	327	16:1	200	21	10:1	415	63	7:1	1,131	-	.:1
SOUTH DAKOTA	339	21	16:1	62	3	21:1	435	22	20:1	454	-	.:1
TENNESSEE	2,623	230	11:1	1,126	100	11:1	1,554	250	6:1	2,406	-	.:1
TEXAS	15,432	966	16:1	4,557	188	24:1	14,242	303	47:1	4,870	-	.:1
UTAH	10,245	361	28:1	182	2	78:1	1,745	130	13:1	741	-	.:1
VERMONT	451	40	11:1	168	7	24:1	516	26	20:1	321	-	.:1
VIRGINIA	6,398	570	11:1	392	11	36:1	3,278	216	15:1	1,905	-	.:1
VIRGIN ISLANDS	42	-	.:1	4	-	.:1	16	-	.:1	26	-	.:1
WASHINGTON	4,573	222	21:1	1,417	53	27:1	1,837	81	23:1	1,274	-	.:1
WEST VIRGINIA	1,235	154	8:1	894	77	12:1	247	23	11:1	513	-	.:1
WISCONSIN	9,095	1,043	9:1	440	49	9:1	648	0	.:1	1,320	-	.:1
WYOMING	785	-	.:1	139	-	.:1	423	-	.:1	160	-	.:1
AMERICAN SAMOA	0	0	.:1	0	0	.:1	7	2	4:1	12	-	.:1
BUR. OF INDIAN AFFAIRS	263	19	14:1	25	0	125:1	187	10	18:1	106	-	.:1
TRUST TERRITORIES	-	-	.:1	-	-	.:1	-	-	.:1	-	-	.:1
NORTHERN MARIANAS	-	-	.:1	-	-	.:1	-	-	.:1	-	-	.:1
U.S. AND TERRITORIES	341,786	25,097	14:1	80,171	3,518	23:1	73,832	5,660	13:1	76,387	772	99:1

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* CHILDREN 3-21 YEARS OLD SERVED UNDER P.L. 94-142 AND P.L. 89-313

CERTAIN DISCREPANCIES MAY HAVE OCCURRED DUE TO VARYING INTERPRETATIONS OF FULL TIME EQUIVALENCY (FTE) AMONG STATES AND WITHIN THE SAME STATE BETWEEN ONE YEAR AND ANOTHER. SEP IS WORKING WITH THE SEAS TO IMPROVE THE VALIDITY OF THIS DATA.

(Continued)

Table 3B3

RATIO OF NUMBER OF HANDICAPPED CHILDREN* SERVED TO SPECIAL EDUCATION TEACHERS EMPLOYED BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1981-1982

STATE	+---HARD OF HEARING---+			+---------DEAF--------+			+ORTHOPEDICALLY IMPAIRED+			+-VISUALLY HANDICAPPED+		
	PUPILS	TEACHERS	PUPILS/ TEACHER	PUPILS	TEACHERS	PUPILS/ TEACHER	PUPILS	TEACHERS	PUPILS/ TEACHER	PUPILS	TEACHERS	PUPILS/ TEACHER
ALABAMA	424	56	8:1	633	36	18:1	357	47	8:1	413	33	13:1
ALASKA	134	11	12:1	110	16	7:1	198	6	33:1	51	7	7:1
ARIZONA	1,036	122	9:1	0	9	0:1	903	24	38:1	400	47	8:1
ARKANSAS	329	26	13:1	366	24	15:1	417	12	35:1	310	21	15:1
CALIFORNIA	2,907	117	25:1	4,306	132	33:1	7,298	307	24:1	2,341	88	27:1
COLORADO	1,030	135	8:1	0	0	.:1	835	50	17:1	333	46	7:1
CONNECTICUT	543	35	16:1	676	21	32:1	478	41	12:1	693	21	33:1
DELAWARE	118	6	20:1	135	23	6:1	288	24	12:1	142	3	47:1
DISTRICT OF COLUMBIA	75	10	8:1	415	2	208:1	99	17	6:1	54	12	5:1
FLORIDA	33	0	.:1	2,033	273	7:1	1,973	203	10:1	787	152	5:1
GEORGIA	936	101	9:1	1,098	152	7:1	653	69	9:1	838	86	10:1
GUAM	51	-	.:1	67	-	.:1	14	-	.:1	42	-	.:1
HAWAII	168	19	9:1	237	29	8:1	257	26	10:1	73	10	7:1
IDAHO	180	8	23:1	224	4	56:1	338	7	48:1	164	3	55:1
ILLINOIS	2,215	340	7:1	1,945	380	5:1	4,584	369	12:1	1,803	269	7:1
INDIANA	755	121	6:1	569	74	8:1	808	128	6:1	520	85	6:1
IOWA	677	95	7:1	332	69	5:1	800	65	12:1	229	27	8:1
KANSAS	462	101	5:1	296	0	.:1	304	15	20:1	265	45	6:1
KENTUCKY	686	69	10:1	439	8	57:1	657	33	20:1	524	29	18:1
LOUISIANA	585	77	7:1	1,116	106	11:1	536	53	10:1	422	79	5:1
MAINE	254	60	4:1	219	25	9:1	446	64	7:1	142	30	5:1
MARYLAND	786	96	8:1	809	98	8:1	923	68	14:1	604	106	6:1
MASSACHUSETTS	1,121	106	10:1	768	96	8:1	1,536	126	12:1	768	96	8:1
MICHIGAN	2,837	-	.:1	267	-	.:1	4,375	279	16:1	909	94	10:1
MINNESOTA	1,378.	166	8:1	190	29	7:1	1,299	30	43:1	422	58	7:1
MISSISSIPPI	17	47	0:1	629	0	.:1	395	30	13:1	256	15	18:1
MISSOURI	661	0	.:1	533	93	6:1	942	90	11:1	401	24	17:1
MONTANA	99	0	.:1	154	0	.:1	88	0	.:1	177	0	.:1
NEBRASKA	561	33	17:1	173	0	.:1	520	35	15:1	211	10	22:1
NEVADA	68	6	11:1	125	22	6:1	214	11	19:1	82	8	10:1
NEW HAMPSHIRE	230	-	.:1	138	-	.:1	166	0	.:1	217	13	17:1
NEW JERSEY	1,029	65	16:1	1,295	116	11:1	1,422	74	19:1	1,355	108	13:1
NEW MEXICO	216	-	.:1	196	-	.:1	337	-	.:1	149	-	.:1
NEW YORK	1,849	184	10:1	2,982	747	4:1	5,747	486	12:1	1,839	322	6:1
NORTH CAROLINA	1,421	252	6:1	878	0	.:1	1,054	62	17:1	681	57	12:1
NORTH DAKOTA	117	19	6:1	92	13	7:1	165	8	20:1	78	14	6:1
OHIO	0	-	.:1	2,660	-	.:1	3,346	545	6:1	964	132	7:1
OKLAHOMA	371	24	15:1	465	55	9:1	372	27	14:1	299	17	18:1
OREGON	836	61	10:1	819	18	46:1	981	100	10:1	576	40	14:1
PENNSYLVANIA	2,853	300	10:1	1,433	188	8:1	1,939	225	9:1	1,934	262	7:1
PUERTO RICO	790	8	99:1	747	74	10:1	1,963	18	109:1	1,751	13	135:1
RHODE ISLAND	94	4	24:1	148	1	148:1	205	2	98:1	69	4	16:1
SOUTH CAROLINA	855	85	10:1	276	73	4:1	757	69	11:1	492	74	7:1
SOUTH DAKOTA	318	10	32:1	136	15	9:1	243	18	14:1	98	12	8:1
TENNESSEE	1,723	150	11:1	683	100	7:1	1,101	120	9:1	778	90	9:1
TEXAS	512	233	2:1	4,358	233	19:1	3,200	383	8:1	1,821	144	13:1
UTAH	286	12	24:1	455	9	49:1	316	21	15:1	337	12	28:1
VERMONT	154	15	10:1	167	3	56:1	259	7	37:1	119	1	119:1
VIRGINIA	1,070	127	8:1	835	53	16:1	840	41	20:1	1,878	70	27:1
VIRGIN ISLANDS	26	-	.:1	0	-	.:1	12	-	.:1	11	-	.:1
WASHINGTON	530	50	11:1	744	62	12:1	1,072	68	16:1	354	26	14:1
WEST VIRGINIA	240	38	6:1	273	37	7:1	393	33	12:1	277	48	6:1
WISCONSIN	708	148	5:1	612	49	13:1	1,122	126	9:1	466	81	6:1
WYOMING	149	-	.:1	11	-	.:1	184	-	.:1	44	-	.:1
AMERICAN SAMOA	1	1	2:1	11	2	7:1	2	0	8:1	1	0	4:1
BUR. OF INDIAN AFFAIRS	92	0	368:1	14	0	.:1	25	1	19:1	13	1	16:1
TRUST TERRITORIES	-	-	.:1	-	-	.:1	-	-	.:1	-	-	.:1
NORTHERN MARIANAS	-	-	.:1	-	-	.:1	-	-	.:1	-	-	.:1
U.S. AND TERRITORIES	37,095	3,719	10:1	39,292	3,548	11:1	59,958	4,661	13:1	30,979	3,041	10:1

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* CHILDREN 3-21 YEARS OLD SERVED UNDER P.L. 94-142 AND P.L. 89-313

CERTAIN DISCREPANCIES MAY HAVE OCCURRED DUE TO VARYING INTERPRETATIONS OF FULL TIME EQUIVALENCY (FTE) AMONG STATES AND WITHIN THE SAME STATE BETWEEN ONE YEAR AND ANOTHER. SEP IS WORKING WITH THE SEAS TO IMPROVE THE VALIDITY OF THIS DATA.

(Continued)

Table 3B3

RATIO OF NUMBER OF HANDICAPPED CHILDREN* SERVED TO SPECIAL EDUCATION TEACHERS EMPLOYED BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1981-1982

STATE	DEAF-BLIND PUPILS	DEAF-BLIND TEACHERS	DEAF-BLIND PUPILS/ TEACHER
ALABAMA	55	3	18:1
ALASKA	22	3	7:1
ARIZONA	0	2	0:1
ARKANSAS	20	6	3:1
CALIFORNIA	203	16	13:1
COLORADO	68	4	17:1
CONNECTICUT	5	0	.:1
DELAWARE	39	7	6:1
DISTRICT OF COLUMBIA	24	6	4:1
FLORIDA	94	15	6:1
GEORGIA	61	7	9:1
GUAM	15	-	.:1
HAWAII	28	7	4:1
IDAHO	17	1	17:1
ILLINOIS	108	-	.:1
INDIANA	30	1	30:1
IOWA	40	21	2:1
KANSAS	28	100	0:1
KENTUCKY	133	0	.:1
LOUISIANA	75	4	19:1
MAINE	17	14	1:1
MARYLAND	54	5	11:1
MASSACHUSETTS	143	6	24:1
MICHIGAN	0	-	.:1
MINNESOTA	41	3	14:1
MISSISSIPPI	43	1	43:1
MISSOURI	65	0	.:1
MONTANA	28	0	.:1
NEBRASKA	0	0	.:1
NEVADA	1	0	.:1
NEW HAMPSHIRE	7	0	.:1
NEW JERSEY	46	10	5:1
NEW MEXICO	36	-	.:1
NEW YORK	113	0	.:1
NORTH CAROLINA	32	8	4:1
NORTH DAKOTA	21	4	5:1
OHIO	145	5	29:1
OKLAHOMA	42	11	4:1
OREGON	31	9	3:1
PENNSYLVANIA	8	12	1:1
PUERTO RICO	122	11	11:1
RHODE ISLAND	12	1	24:1
SOUTH CAROLINA	12	3	4:1
SOUTH DAKOTA	41	6	7:1
TENNESSEE	9	2	5:1
TEXAS	215	69	3:1
UTAH	37	2	23:1
VERMONT	12	1	12:1
VIRGINIA	55	2	28:1
VIRGIN ISLANDS	17	-	.:1
WASHINGTON	48	5	9:1
WEST VIRGINIA	21	5	5:1
WISCONSIN	53	6	9:1
WYOMING	49	-	.:1
AMERICAN SAMOA	2	1	2:1
BUR. OF INDIAN AFFAIRS	1	0	.:1
TRUST TERRITORIES	-	-	.:1
NORTHERN MARIANAS	-	-	.:1
U.S. AND TERRITORIES	2,642	404	7:1

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* CHILDREN 3-21 YEARS OLD SERVED UNDER P.L. 94-142 AND P.L. 89-313

CERTAIN DISCREPANCIES MAY HAVE OCCURRED DUE TO VARYING INTERPRETATIONS OF FULL TIME EQUIVALENCY (FTE) AMONG STATES AND WITHIN THE SAME STATE BETWEEN ONE YEAR AND ANOTHER. SEP IS WORKING WITH THE SEAS TO IMPROVE THE VALIDITY OF THIS DATA.

Table 3C1

NUMBER AND PERCENT OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1981-1982

	ALL CONDITIONS NUMBER				ALL CONDITIONS PERCENT			
STATE	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	43,545	22,726	871	587	64.29	33.55	1.29	0.87
ALASKA	8,795	1,547	208	8	83.30	14.65	1.97	0.08
ARIZONA	45,500	12,384	1,691	1,348	74.68	20.33	2.78	2.21
ARKANSAS	40,099	5,018	3,709	145	81.88	10.25	7.57	0.30
CALIFORNIA	245,408	106,313	4,436	-	68.90	29.85	1.25	-
COLORADO	42,756	9,269	2,292	1,492	76.61	16.61	4.11	2.67
CONNECTICUT	48,178	15,231	2,150	707	72.70	22.98	3.24	1.07
DELAWARE	5,575	4,963	2,014	12	44.37	39.50	16.03	0.10
DISTRICT OF COLUMBIA	2,750	2,619	2,073	160	36.17	34.45	27.27	2.10
FLORIDA	99,823	36,454	11,475	2,315	66.52	24.29	7.65	1.54
GEORGIA	103,736	23,569	2,657	2,102	78.55	17.85	2.01	1.59
HAWAII	2,002	10,299	410	0	15.75	81.02	3.23	0.00
IDAHO	11,149	4,902	645	458	64.99	28.58	3.76	2.67
ILLINOIS	154,473	69,930	26,369	1,223	61.30	27.75	10.46	0.49
INDIANA	66,186	27,807	2,647	169	68.37	28.72	2.73	0.17
IOWA	36,502	16,378	893	3,217	64.05	28.74	1.57	5.64
KANSAS	29,503	11,429	322	804	70.15	27.17	0.77	1.91
KENTUCKY	52,338	15,172	3,804	648	72.73	21.08	5.29	0.90
LOUISIANA	50,127	22,860	7,838	1,628	60.79	27.72	9.51	1.97
MAINE	22,574	1,557	1,038	778	87.00	6.00	4.00	3.00
MARYLAND	59,513	20,693	12,559	531	63.79	22.18	13.46	0.57
MASSACHUSETTS	101,820	23,207	6,399	1,368	76.68	17.48	4.82	1.03
MICHIGAN	92,922	52,699	3,485	708	62.02	35.18	2.33	0.47
MINNESOTA	62,064	12,956	2,625	271	79.66	16.63	3.37	0.35
MISSISSIPPI	39,174	7,664	735	196	82.01	16.04	1.54	0.41
MISSOURI	79,477	21,601	3,555	2,942	73.88	20.08	3.30	2.73
MONTANA	11,045	2,695	438	9	77.85	19.00	3.09	0.06
NEBRASKA	24,208	6,176	981	0	77.18	19.69	3.13	0.00
NEVADA	9,692	1,062	582	547	81.56	8.94	4.90	4.60
NEW HAMPSHIRE	10,867	2,884	927	52	73.77	19.58	6.29	0.35
NEW JERSEY	112,474	49,805	11,313	1,838	64.11	28.39	6.45	1.05
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	104,360	100,593	35,327	2,949	42.91	41.36	14.52	1.21
NORTH CAROLINA	105,221	17,783	5,392	2,760	80.23	13.56	4.11	2.10
NORTH DAKOTA	7,684	2,189	271	13	75.65	21.55	2.67	0.13
OHIO	129,207	62,935	16,583	1,720	61.40	29.91	7.88	0.82
OKLAHOMA	52,523	10,071	474	2,396	80.23	15.38	0.72	3.66
OREGON	39,038	4,339	886	399	87.41	9.72	1.98	0.89
PENNSYLVANIA	98,625	66,236	18,052	642	53.73	36.09	9.83	0.35
PUERTO RICO	6,595	8,026	11,395	2,027	23.52	28.62	40.63	7.23
RHODE ISLAND	15,941	3,406	891	406	77.22	16.50	4.32	1.97
SOUTH CAROLINA	58,226	14,276	3,231	1,036	75.85	18.60	4.21	1.35
SOUTH DAKOTA	8,978	1,942	536	66	77.92	16.85	4.65	0.57
TENNESSEE	85,841	13,259	1,804	1,555	83.78	12.94	1.76	1.52
TEXAS	214,235	42,455	13,217	6,302	77.56	15.37	4.79	2.28
UTAH	30,025	4,086	1,999	35	83.07	11.30	5.53	0.10
VERMONT	9,164	1,751	248	400	79.25	15.14	2.14	3.46
VIRGINIA	79,447	27,780	2,104	1,330	71.79	25.10	1.90	1.20
WASHINGTON	38,599	21,485	2,020	145	62.01	34.51	3.25	0.23
WEST VIRGINIA	30,267	6,432	1,843	847	76.84	16.33	4.68	2.15
WISCONSIN	34,612	34,090	950	375	49.43	48.68	1.36	0.54
WYOMING	7,030	1,055	216	-	84.69	12.71	2.60	-
AMERICAN SAMOA	114	-	88	2	55.88	-	43.14	0.98
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	3,694	881	283	-	76.04	18.14	5.83	-
U.S. AND TERRITORIES	2,873,701	1,066,939	238,851	51,668	67.92	25.22	5.65	1.22

(Continued)

Table 3C1

NUMBER AND PERCENT OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1981-1982

	LEARNING DISABLED NUMBER				LEARNING DISABLED PERCENT			
STATE	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	15,990	444	0	81	96.82	2.69	0.00	0.49
ALASKA	5,489	491	32	0	91.30	8.17	0.53	0.00
ARIZONA	25,608	3,956	40	0	86.50	13.36	0.14	0.00
ARKANSAS	18,310	907	124	6	94.64	4.69	0.64	0.03
CALIFORNIA	134,581	54,349	1,695	-	70.60	28.51	0.89	-
COLORADO	23,698	1,417	51	268	93.17	5.57	0.20	1.05
CONNECTICUT	24,439	4,320	191	52	84.27	14.90	0.66	0.18
DELAWARE	2,642	2,631	453	0	46.14	45.95	7.91	0.00
DISTRICT OF COLUMBIA	464	1,693	282	5	18.99	69.27	11.54	0.20
FLORIDA	45,017	10,491	505	0	80.37	18.73	0.90	0.00
GEORGIA	36,144	2,760	29	25	92.78	7.08	0.07	0.06
HAWAII	230	7,866	12	0	2.84	97.02	0.15	0.00
IDAHO	6,374	1,848	0	0	77.52	22.48	0.00	0.00
ILLINOIS	68,965	20,761	999	15	76.00	22.88	1.10	0.02
INDIANA	20,146	5,105	33	0	79.68	20.19	0.13	0.00
IOWA	19,618	2,718	0	14	87.78	12.16	0.00	0.06
KANSAS	13,458	2,452	22	6	84.44	15.38	0.14	0.04
KENTUCKY	12,611	1,932	50	38	86.19	13.20	0.34	0.26
LOUISIANA	19,361	6,795	1,400	23	70.20	24.64	5.08	0.08
MAINE	7,079	99	3	134	96.77	1.35	0.04	1.83
MARYLAND	35,255	12,259	1,652	3	71.70	24.93	3.36	0.01
MASSACHUSETTS	35,943	8,192	2,259	483	76.68	17.48	4.82	1.03
MICHIGAN	35,513	15,640	211	8	69.13	30.44	0.41	0.02
MINNESOTA	32,990	2,044	185	30	93.59	5.80	0.52	0.09
MISSISSIPPI	13,088	1,159	14	2	91.76	8.13	0.10	0.01
MISSOURI	33,925	3,779	15	706	88.29	9.83	0.04	1.84
MONTANA	5,461	1,037	6	0	83.96	15.94	0.09	0.00
NEBRASKA	11,113	1,273	36	0	89.46	10.25	0.29	0.00
NEVADA	6,141	367	0	177	91.86	5.49	0.00	2.65
NEW HAMPSHIRE	6,185	1,641	526	25	73.83	19.59	6.28	0.30
NEW JERSEY	37,085	22,234	1,247	109	61.12	36.64	2.06	0.18
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	52,527	12,602	4,365	64	75.52	18.12	6.28	0.09
NORTH CAROLINA	46,400	4,296	49	424	90.68	8.40	0.10	0.83
NORTH DAKOTA	4,014	121	0	0	97.07	2.93	0.00	0.00
OHIO	60,301	10,982	356	18	84.15	15.33	0.50	0.03
OKLAHOMA	27,003	1,194	7	109	95.37	4.22	0.02	0.38
OREGON	21,396	80	0	0	99.63	0.37	0.00	0.00
PENNSYLVANIA	33,581	19,563	2,309	103	60.45	35.21	4.16	0.19
PUERTO RICO	1,305	148	298	10	74.11	8.40	16.92	0.57
RHODE ISLAND	10,425	1,921	140	14	83.40	15.37	1.12	0.11
SOUTH CAROLINA	18,659	2,630	186	6	86.86	12.24	0.87	0.03
SOUTH DAKOTA	2,918	231	26	2	91.85	7.27	0.82	0.06
TENNESSEE	36,831	2,497	72	10	93.46	6.34	0.18	0.03
TEXAS	124,794	14,500	2,541	88	87.93	10.22	1.79	0.06
UTAH	12,578	822	17	3	93.73	6.13	0.13	0.02
VERMONT	4,153	69	9	151	94.77	1.57	0.21	3.45
VIRGINIA	29,531	8,755	259	70	76.48	22.67	0.67	0.18
WASHINGTON	20,902	8,992	76	7	69.73	30.00	0.25	0.02
WEST VIRGINIA	11,944	868	24	15	92.94	6.75	0.19	0.12
WISCONSIN	18,403	8,410	0	0	68.63	31.37	0.00	0.00
WYOMING	4,292	413	27	-	90.70	8.73	0.57	-
AMERICAN SAMOA	114	-	0	0	100.00	-	0.00	0.00
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	2,132	429	0	-	83.25	16.75	0.00	-
U.S. AND TERRITORIES	1,297,126	302,183	22,833	3,304	79.80	18.59	1.40	0.20

(Continued)

Table 3C1

NUMBER AND PERCENT OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1981-1982

	SPEECH IMPAIRED NUMBER				SPEECH IMPAIRED PERCENT			
STATE	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER EN- VIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER EN- VIRONMENTS
ALABAMA	12,289	49	2	42	99.25	0.40	0.02	0.34
ALASKA	2,412	479	35	0	82.43	16.37	1.20	0.00
ARIZONA	12,923	49	0	2	99.61	0.38	0.00	0.02
ARKANSAS	9,497	516	623	3	89.27	4.85	5.86	0.03
CALIFORNIA	88,755	3,734	105	-	95.85	4.03	0.11	-
COLORADO	9,670	311	100	4	95.88	3.08	0.99	0.04
CONNECTICUT	13,408	683	76	8	94.59	4.82	0.54	0.06
DELAWARE	1,329	310	0	0	81.09	18.91	0.00	0.00
DISTRICT OF COLUMBIA	1,986	143	18	11	92.03	6.63	0.83	0.51
FLORIDA	43,327	501	78	0	98.68	1.14	0.18	0.00
GEORGIA	32,804	273	55	64	98.82	0.82	0.17	0.19
HAWAII	1,694	87	2	0	95.01	4.88	0.11	0.00
IDAHO	4,008	62	0	0	98.48	1.52	0.00	0.00
ILLINOIS	67,730	4,408	936	17	92.67	6.03	1.28	0.02
INDIANA	40,851	0	245	0	99.40	0.00	0.60	0.00
IOWA	11,630	571	0	3,012	76.45	3.75	0.00	19.80
KANSAS	12,254	0	0	0	100.00	0.00	0.00	0.00
KENTUCKY	21,450	2,393	152	13	89.35	9.97	0.63	0.05
LOUISIANA	26,731	386	14	10	98.49	1.42	0.05	0.04
MAINE	6,014	151	0	77	96.35	2.42	0.00	1.23
MARYLAND	20,687	3,639	666	61	82.57	14.53	2.66	0.24
MASSACHUSETTS	23,419	5,338	1,472	315	76.67	17.48	4.82	1.03
MICHIGAN	41,788	2,352	300	451	93.09	5.24	0.67	1.00
MINNESOTA	17,632	1,554	39	6	91.69	8.08	0.20	0.03
MISSISSIPPI	15,595	243	180	1	97.35	1.52	1.12	0.01
MISSOURI	30,865	1,343	22	604	94.00	4.09	0.07	1.84
MONTANA	4,404	71	0	0	98.41	1.59	0.00	0.00
NEBRASKA	8,989	637	0	0	93.38	6.62	0.00	0.00
NEVADA	2,663	97	0	6	96.28	3.51	0.00	0.22
NEW HAMPSHIRE	1,713	455	147	7	73.77	19.60	6.33	0.30
NEW JERSEY	67,155	6,073	653	92	90.78	8.21	0.88	0.12
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	36,952	801	2,660	0	91.44	1.98	6.58	0.00
NORTH CAROLINA	27,738	239	73	145	98.38	0.85	0.26	0.51
NORTH DAKOTA	3,126	150	0	0	95.42	4.58	0.00	0.00
OHIO	62,112	0	0	0	100.00	0.00	0.00	0.00
OKLAHOMA	18,928	148	20	1,021	94.09	0.74	0.10	5.08
OREGON	11,579	0	0	0	100.00	0.00	0.00	0.00
PENNSYLVANIA	54,963	6,298	240	257	89.00	10.20	0.39	0.42
PUERTO RICO	62	281	887	20	4.96	22.48	70.96	1.60
RHODE ISLAND	4,084	18	10	1	99.29	0.44	0.24	0.02
SOUTH CAROLINA	19,987	577	31	0	97.05	2.80	0.15	0.00
SOUTH DAKOTA	4,926	772	12	0	86.27	13.52	0.21	0.00
TENNESSEE	32,501	256	15	51	99.02	0.78	0.05	0.16
TEXAS	64,229	1,982	64	11	96.90	2.99	0.10	0.02
UTAH	7,467	1	23	0	99.68	0.01	0.31	0.00
VERMONT	2,166	147	6	99	89.58	6.08	0.25	4.09
VIRGINIA	39,694	419	2	373	98.04	1.03	0.00	0.92
WASHINGTON	11,676	430	32	41	95.87	3.53	0.26	0.34
WEST VIRGINIA	11,869	3	3	60	99.45	0.03	0.03	0.50
WISCONSIN	14,478	0	0	0	100.00	0.00	0.00	0.00
WYOMING	1,514	27	17	-	97.18	1.73	1.09	-
AMERICAN SAMOA	0	-	0	0	-	-	-	-
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	942	0	0	-	100.00	0.00	0.00	-
U.S. AND TERRITORIES	1,086,662	49,454	10,015	6,885	94.25	4.29	0.87	0.60

(Continued)

Table 3C1

NUMBER AND PERCENT OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1981-1982

	MENTALLY RETARDED NUMBER				MENTALLY RETARDED PERCENT			
STATE	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	10,706	20,342	102	202	34.15	64.88	0.33	0.64
ALASKA	393	243	26	1	59.28	36.65	3.92	0.15
ARIZONA	2,177	4,914	261	3	29.60	66.81	3.55	0.04
ARKANSAS	11,342	3,118	1,530	6	70.91	19.49	9.56	0.04
CALIFORNIA	930	26,676	264	-	3.34	95.72	0.95	-
COLORADO	1,526	2,908	1,238	667	24.07	45.87	19.53	10.52
CONNECTICUT	1,311	4,703	385	75	20.25	72.64	5.95	1.16
DELAWARE	420	872	612	3	22.02	45.73	32.09	0.16
DISTRICT OF COLUMBIA	157	451	977	4	9.88	28.38	61.49	0.25
FLORIDA	1,943	17,609	7,063	1	7.30	66.16	26.54	0.00
GEORGIA	15,497	13,865	945	231	50.75	45.40	3.09	0.76
HAWAII	10	1,349	75	0	0.70	94.07	5.23	0.00
IDAHO	174	2,445	176	0	6.23	87.48	6.30	0.00
ILLINOIS	3,714	29,250	9,499	11	8.74	68.87	22.36	0.03
INDIANA	3,751	19,786	1,060	65	15.21	80.23	4.30	0.26
IOWA	2,629	9,238	412	58	21.31	74.88	3.34	0.47
KANSAS	538	6,043	121	150	7.85	88.19	1.77	2.19
KENTUCKY	9,699	7,965	1,308	64	50.95	41.84	6.87	0.34
LOUISIANA	1,989	9,954	3,919	207	12.38	61.95	24.39	1.29
MAINE	4,540	541	518	133	79.20	9.44	9.04	2.32
MARYLAND	1,333	3,492	4,234	10	14.70	38.50	46.69	0.11
MASSACHUSETTS	21,586	4,920	1,357	290	76.67	17.48	4.82	1.03
MICHIGAN	3,545	21,692	1,034	78	13.45	82.33	3.92	0.30
MINNESOTA	6,673	6,636	955	25	46.70	46.44	6.68	0.17
MISSISSIPPI	9,909	5,798	417	75	61.17	35.79	2.57	0.46
MISSOURI	6,599	12,641	2,818	521	29.23	55.99	12.48	2.31
MONTANA	328	1,032	59	0	23.11	72.73	4.16	0.00
NEBRASKA	3,391	2,066	581	0	56.16	34.22	9.62	0.00
NEVADA	323	333	305	103	30.36	31.30	28.67	9.68
NEW HAMPSHIRE	1,327	349	112	9	73.85	19.42	6.23	0.50
NEW JERSEY	1,354	9,960	3,214	235	9.17	67.47	21.77	1.59
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	3,042	23,019	7,680	56	9.00	68.11	22.72	0.17
NORTH CAROLINA	25,762	9,782	2,990	297	66.34	25.19	7.70	0.76
NORTH DAKOTA	128	1,655	116	0	6.74	87.15	6.11	0.00
OHIO	4,861	44,364	12,013	41	7.93	72.40	19.60	0.07
OKLAHOMA	5,350	7,000	145	606	40.84	53.43	1.11	4.63
OREGON	1,338	3,957	92	4	24.82	73.40	1.71	0.07
PENNSYLVANIA	3,712	31,915	9,382	178	8.21	70.63	20.76	0.39
PUERTO RICO	4,647	5,768	3,849	235	32.05	39.78	26.55	1.62
RHODE ISLAND	313	985	245	5	20.22	63.63	15.83	0.32
SOUTH CAROLINA	13,904	8,185	1,939	82	57.67	33.95	8.04	0.34
SOUTH DAKOTA	566	571	148	4	43.91	44.30	11.48	0.31
TENNESSEE	12,600	7,533	444	52	61.08	36.52	2.15	0.25
TEXAS	8,465	12,302	4,011	293	33.76	49.07	16.00	1.17
UTAH	832	1,658	246	1	30.40	60.58	8.99	0.04
VERMONT	1,571	1,261	30	55	53.86	43.23	1.03	1.89
VIRGINIA	5,113	12,244	198	75	29.00	69.45	1.12	0.43
WASHINGTON	2,112	5,779	848	4	24.16	66.10	9.70	0.05
WEST VIRGINIA	5,025	4,764	1,288	57	45.13	42.79	11.57	0.51
WISCONSIN	88	12,447	575	0	0.67	94.94	4.39	0.00
WYOMING	343	376	96	-	42.09	46.13	11.78	-
AMERICAN SAMOA	0	-	66	0	0.00	-	100.00	0.00
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	263	294	179	-	35.73	39.95	24.32	-
U.S. AND TERRITORIES	229,849	447,050	92,157	5,272	29.68	57.73	11.90	0.68

(Continued)

Table 3C1

NUMBER AND PERCENT OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1981-1982

	EMOTIONALLY DISTURBED NUMBER				EMOTIONALLY DISTURBED PERCENT			
STATE	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	3,935	723	181	23	80.93	14.87	3.72	0.47
ALASKA	149	131	38	6	45.99	40.43	11.73	1.85
ARIZONA	3,440	2,605	631	0	51.53	39.02	9.45	0.00
ARKANSAS	216	224	150	8	36.12	37.46	25.08	1.34
CALIFORNIA	1,044	5,761	1,928	-	11.95	65.97	22.08	-
COLORADO	6,171	3,258	248	271	62.03	32.75	2.49	2.72
CONNECTICUT	6,643	3,987	1,052	334	55.28	33.18	8.75	2.78
DELAWARE	973	1,098	448	4	38.57	43.52	17.76	0.16
DISTRICT OF COLUMBIA	42	207	444	19	5.90	29.07	62.36	2.67
FLORIDA	8,387	4,793	2,279	577	52.30	29.89	14.21	3.60
GEORGIA	16,108	5,404	748	292	71.43	23.96	3.32	1.29
HAWAII	11	348	36	0	2.78	88.10	9.11	0.00
IDAHO	322	204	3	14	59.30	37.57	0.55	2.58
ILLINOIS	10,495	10,659	11,211	68	32.36	32.86	34.57	0.21
INDIANA	754	1,486	110	39	31.56	62.20	4.60	1.63
IOWA	1,736	2,488	110	25	39.83	57.08	2.52	0.57
KANSAS	1,804	2,264	138	71	42.18	52.93	3.23	1.66
KENTUCKY	746	629	780	136	32.56	27.46	34.05	5.94
LOUISIANA	680	3,058	961	56	14.30	64.31	20.21	1.18
MAINE	3,496	275	249	132	84.20	6.62	6.00	3.18
MARYLAND	521	697	2,119	107	15.13	20.24	61.53	3.11
MASSACHUSETTS	13,949	3,179	876	187	76.68	17.48	4.82	1.03
MICHIGAN	9,158	8,373	1,477	31	48.10	43.98	7.76	0.16
MINNESOTA	2,094	1,775	1,028	116	41.77	35.41	20.51	2.31
MISSISSIPPI	203	147	34	9	51.65	37.40	8.65	2.29
MISSOURI	4,677	2,718	226	507	57.54	33.44	2.78	6.24
MONTANA	284	164	70	0	54.83	31.66	13.51	0.00
NEBRASKA	333	1,273	80	0	19.75	75.50	4.74	0.00
NEVADA	283	167	9	0	61.66	36.38	1.96	0.00
NEW HAMPSHIRE	904	239	77	4	73.86	19.53	6.29	0.33
NEW JERSEY	4,032	7,352	3,733	295	26.16	47.70	24.22	1.91
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	5,860	30,544	10,875	632	12.23	63.75	22.70	1.32
NORTH CAROLINA	2,645	1,968	407	854	45.03	33.50	6.93	14.54
NORTH DAKOTA	197	118	4	0	61.76	36.99	1.25	0.00
OHIO	458	2,666	2,739	272	7.47	43.46	44.65	4.43
OKLAHOMA	290	542	15	111	30.27	56.58	1.57	11.59
OREGON	1,966	117	75	303	79.89	4.75	3.05	12.31
PENNSYLVANIA	3,281	6,762	3,824	30	23.61	48.66	27.52	0.22
PUERTO RICO	157	398	1,471	18	7.68	19.47	71.97	0.88
RHODE ISLAND	726	377	244	45	52.16	27.08	17.53	3.23
SOUTH CAROLINA	4,216	2,025	187	522	60.66	29.14	2.69	7.51
SOUTH DAKOTA	101	137	43	5	35.31	47.90	15.03	1.75
TENNESSEE	1,170	716	681	56	44.61	27.30	25.96	2.13
TEXAS	5,784	3,925	2,642	1,913	40.55	27.52	18.52	13.41
UTAH	8,621	1,284	268	18	84.59	12.60	2.63	0.18
VERMONT	295	42	60	54	65.41	9.31	13.30	11.97
VIRGINIA	2,689	3,390	1,044	292	36.26	45.72	14.08	3.94
WASHINGTON	2,093	2,051	224	25	47.64	46.69	5.10	0.57
WEST VIRGINIA	577	469	176	13	46.72	37.98	14.25	1.05
WISCONSIN	1,522	7,468	0	0	16.93	83.07	0.00	0.00
WYOMING	364	164	52	-	62.76	28.28	8.97	-
AMERICAN SAMOA	0	-	0	0	-	-	-	-
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	136	74	53	-	51.71	28.14	20.15	-
U.S. AND TERRITORIES	146,738	140,923	56,558	8,494	41.60	39.95	16.04	2.41

(Continued)

Table 3C1

NUMBER AND PERCENT OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1981-1982

STATE	OTHER HEALTH IMPAIRED NUMBER				OTHER HEALTH IMPAIRED PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	47	26	2	116	24.61	13.61	1.05	60.73
ALASKA	24	6	17	0	51.06	12.77	36.17	0.00
ARIZONA	0	0	0	1,326	0.00	0.00	0.00	100.00
ARKANSAS	60	9	107	51	26.43	3.96	47.14	22.47
CALIFORNIA	13,394	1,551	87	-	89.10	10.32	0.58	-
COLORADO	0	0	0	0	-	-	-	-
CONNECTICUT	472	352	142	119	43.50	32.44	13.09	10.97
DELAWARE	6	4	4	5	31.58	21.05	21.05	26.32
DISTRICT OF COLUMBIA	1	2	57	75	0.74	1.48	42.22	55.56
FLORIDA	18	172	167	1,735	0.86	8.22	7.98	82.93
GEORGIA	988	143	8	1,290	40.68	5.89	0.33	53.11
HAWAII	0	0	36	0	0.00	0.00	100.00	0.00
IDAHO	44	135	0	203	11.52	35.34	0.00	53.14
ILLINOIS	737	284	229	440	43.61	16.80	13.55	26.04
INDIANA	0	21	68	0	0.00	23.60	76.40	0.00
IOWA	0	0	4	0	0.00	0.00	100.00	0.00
KANSAS	0	0	0	0	-	-	-	-
KENTUCKY	81	59	162	197	16.23	11.82	32.46	39.48
LOUISIANA	491	213	29	1,135	26.28	11.40	1.55	60.76
MAINE	158	41	58	102	44.01	11.42	16.16	28.41
MARYLAND	151	23	50	224	33.71	5.13	11.16	50.00
MASSACHUSETTS	1,425	325	90	19	76.65	17.48	4.84	1.02
MICHIGAN	-	-	-	-	-	-	-	-
MINNESOTA	700	117	29	58	77.43	12.94	3.21	6.42
MISSISSIPPI	0	0	0	0	-	-	-	-
MISSOURI	1,032	62	30	194	78.30	4.70	2.28	14.72
MONTANA	94	5	1	4	90.38	4.81	0.96	3.85
NEBRASKA	0	0	0	0	-	-	-	-
NEVADA	0	0	0	11	0.00	0.00	0.00	100.00
NEW HAMPSHIRE	154	41	13	2	73.33	19.52	6.19	0.95
NEW JERSEY	425	455	74	837	23.73	25.40	4.13	46.73
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	1,994	29,396	1,384	322	6.02	88.82	4.18	0.97
NORTH CAROLINA	575	294	46	688	35.87	18.34	2.87	42.92
NORTH DAKOTA	19	10	0	13	45.24	23.81	0.00	30.95
OHIO	-	-	-	-	-	-	-	-
OKLAHOMA	196	17	12	114	57.82	5.01	3.54	33.63
OREGON	449	1	10	21	93.35	0.21	2.08	4.37
PENNSYLVANIA	0	0	8	0	0.00	0.00	100.00	0.00
PUERTO RICO	13	128	377	110	2.07	20.38	60.03	17.52
RHODE ISLAND	40	6	4	337	10.34	1.55	1.03	87.08
SOUTH CAROLINA	9	6	58	3	11.84	7.89	76.32	3.95
SOUTH DAKOTA	17	4	1	46	25.00	5.88	1.47	67.65
TENNESSEE	91	23	5	1,007	8.08	2.04	0.44	89.43
TEXAS	1,234	1,141	238	1,944	27.08	25.04	5.22	42.66
UTAH	71	41	50	6	42.26	24.40	29.76	3.57
VERMONT	135	15	13	5	80.36	8.93	7.74	2.98
VIRGINIA	195	152	16	34	49.12	38.29	4.03	8.56
WASHINGTON	487	742	61	15	37.32	56.86	4.67	1.15
WEST VIRGINIA	230	25	19	604	26.20	2.85	2.16	68.79
WISCONSIN	0	0	0	375	0.00	0.00	0.00	100.00
WYOMING	76	14	4	-	60.85	14.89	4.26	-
AMERICAN SAMOA	0	-	0	0	-	-	-	-
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	19	5	0	-	79.17	20.83	0.00	-
U.S. AND TERRITORIES	26,352	36,068	3,770	13,787	32.95	45.10	4.71	17.24

(Continued)

Table 3C1

NUMBER AND PERCENT OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1981-1982

STATE	MULTIHANDICAPPED NUMBER				MULTIHANDICAPPED PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	21	689	2	49	2.76	90.54	0.26	6.44
ALASKA	61	49	24	0	45.52	36.57	17.91	0.00
ARIZONA	194	555	266	8	18.96	54.25	26.00	0.78
ARKANSAS	143	96	496	20	18.94	12.72	65.70	2.65
CALIFORNIA	861	4,286	298	-	15.81	78.71	5.47	-
COLORADO	339	863	185	48	23.62	60.14	12.89	3.34
CONNECTICUT	-	-	-	-	-	-	-	-
DELAWARE	0	0	9	0	0.00	0.00	100.00	0.00
DISTRICT OF COLUMBIA	0	9	132	23	0.00	5.49	80.49	14.02
FLORIDA	-	-	0	0	-	-	-	-
GEORGIA	336	546	77	36	33.77	54.87	7.74	3.62
HAWAII	0	138	15	0	0.00	90.20	9.80	0.00
IDAHO	0	52	115	55	0.00	23.42	51.80	24.77
ILLINOIS	95	451	567	12	8.44	40.09	50.40	1.07
INDIANA	0	650	270	10	0.00	69.89	29.03	1.08
IOWA	3	639	45	9	0.43	91.81	6.47	1.29
KANSAS	0	0	0	0	-	-	-	-
KENTUCKY	56	80	443	50	8.90	12.72	70.43	7.95
LOUISIANA	22	422	464	25	2.36	45.23	49.73	2.68
MAINE	580	249	60	40	62.43	26.80	6.46	4.31
MARYLAND	242	248	2,436	9	8.25	8.45	83.00	0.31
MASSACHUSETTS	2,240	511	141	31	76.63	17.48	4.82	1.06
MICHIGAN	31	1,274	342	26	1.85	76.15	20.44	1.55
MINNESOTA	0	0	0	0	-	-	-	-
MISSISSIPPI	36	111	31	8	19.35	59.68	16.67	4.30
MISSOURI	0	0	0	0	-	-	-	-
MONTANA	281	321	23	0	44.96	51.36	3.68	0.00
NEBRASKA	0	297	50	0	0.00	85.59	14.41	0.00
NEVADA	23	16	223	28	7.93	5.52	76.90	9.66
NEW HAMPSHIRE	158	42	13	4	72.81	19.35	5.99	1.84
NEW JERSEY	760	2,141	807	28	20.34	57.31	21.60	0.75
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	193	1,842	4,113	49	3.11	29.72	66.37	0.79
NORTH CAROLINA	246	549	208	168	21.01	46.88	17.76	14.35
NORTH DAKOTA	0	0	0	0	-	-	-	-
OHIO	59	1,710	359	19	2.75	79.65	16.72	0.88
OKLAHOMA	87	651	193	206	7.65	57.26	16.97	18.12
OREGON	0	0	0	31	0.00	0.00	0.00	100.00
PENNSYLVANIA	0	0	7	0	0.00	0.00	100.00	0.00
PUERTO RICO	141	463	263	1,502	5.95	19.54	11.10	63.40
RHODE ISLAND	32	30	49	1	28.57	26.79	43.75	0.89
SOUTH CAROLINA	123	70	255	71	23.70	13.49	49.13	13.68
SOUTH DAKOTA	87	167	131	4	22.37	42.93	33.68	1.03
TENNESSEE	211	1,232	51	60	13.58	79.28	3.28	3.86
TEXAS	6,006	5,260	2,208	770	42.17	36.93	15.50	5.41
UTAH	21	154	1,342	6	1.38	10.11	88.12	0.39
VERMONT	319	163	22	12	61.82	31.59	4.26	2.33
VIRGINIA	352	1,304	314	97	17.03	63.09	15.19	4.69
WASHINGTON	52	791	229	6	4.82	73.38	21.24	0.56
WEST VIRGINIA	89	37	24	58	42.79	17.79	11.54	27.88
WISCONSIN	0	440	0	0	0.00	100.00	0.00	0.00
WYOMING	0	0	0	-	-	-	-	-
AMERICAN SAMOA	0	-	5	2	0.00	-	71.43	28.57
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	71	73	43	-	37.97	39.04	22.99	-
U.S. AND TERRITORIES	14,571	29,671	17,350	3,581	22.36	45.53	26.62	5.49

(Continued)

Table 3C1

NUMBER AND PERCENT OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1981-1982

STATE	HARD OF HEARING & DEAF NUMBER				HARD OF HEARING & DEAF PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	268	269	403	30	27.63	27.73	41.55	3.09
ALASKA	137	68	1	0	66.50	33.01	0.49	0.00
ARIZONA	572	134	355	0	53.91	12.63	33.46	0.00
ARKANSAS	332	66	318	20	45.11	8.97	43.21	2.72
CALIFORNIA	1,542	4,557	29	-	25.16	74.36	0.47	-
COLORADO	656	280	177	4	58.73	25.07	15.85	0.36
CONNECTICUT	485	286	184	10	50.26	29.64	19.07	1.04
DELAWARE	33	15	262	0	10.65	4.84	84.52	0.00
DISTRICT OF COLUMBIA	63	34	20	0	53.85	29.06	17.09	0.00
FLORIDA	96	1,378	594	2	4.64	66.57	28.70	0.10
GEORGIA	1,071	446	611	126	47.52	19.79	27.11	5.59
HAWAII	18	210	72	0	6.00	70.00	24.00	0.00
IDAHO	22	112	270	0	5.45	27.72	66.83	0.00
ILLINOIS	1,388	2,320	544	2	32.63	54.54	12.79	0.05
INDIANA	253	448	529	2	20.54	36.36	42.94	0.16
IOWA	380	372	255	12	37.29	36.51	25.02	1.18
KANSAS	995	199	22	1	81.76	16.35	1.81	0.08
KENTUCKY	252	201	592	8	23.93	19.09	56.22	0.76
LOUISIANA	182	675	148	12	17.90	66.37	14.55	1.18
MAINE	359	61	98	23	66.36	11.28	18.11	4.25
MARYLAND	731	226	637	1	45.83	14.17	39.94	0.06
MASSACHUSETTS	1,426	326	90	19	76.63	17.52	4.84	1.02
MICHIGAN	999	2,068	16	7	32.33	66.93	0.52	0.23
MINNESOTA	838	382	248	0	57.08	26.02	16.89	0.00
MISSISSIPPI	153	129	23	1	50.00	42.16	7.52	0.33
MISSOURI	1,201	387	259	148	60.20	19.40	12.98	7.42
MONTANA	87	39	134	0	33.46	15.00	51.54	0.00
NEBRASKA	82	291	188	0	14.62	51.87	33.51	0.00
NEVADA	87	72	1	12	50.58	41.86	0.58	6.98
NEW HAMPSHIRE	212	56	19	0	73.87	19.51	6.62	0.00
NEW JERSEY	472	979	753	12	21.30	44.18	33.98	0.54
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	1,887	655	2,169	5	40.01	13.89	45.99	0.11
NORTH CAROLINA	975	303	1,138	13	40.14	12.47	46.85	0.54
NORTH DAKOTA	73	67	71	0	34.60	31.75	33.65	0.00
OHIO	536	1,657	455	12	20.15	62.29	17.11	0.45
OKLAHOMA	394	336	59	51	46.90	40.00	7.02	6.07
OREGON	939	132	543	0	58.18	8.18	33.64	0.00
PENNSYLVANIA	1,866	965	1,114	18	47.09	24.35	28.11	0.45
PUERTO RICO	111	715	853	25	6.51	41.96	50.06	1.47
RHODE ISLAND	100	20	141	0	38.31	7.66	54.02	0.00
SOUTH CAROLINA	592	425	339	1	43.63	31.32	24.98	0.07
SOUTH DAKOTA	311	27	82	1	73.87	6.41	19.48	0.24
TENNESSEE	1,458	580	359	9	60.60	24.11	14.92	0.37
TEXAS	1,760	2,080	862	168	36.14	42.71	17.70	3.45
UTAH	208	35	2	0	84.90	14.29	0.82	0.00
VERMONT	202	22	84	13	62.93	6.85	26.17	4.05
VIRGINIA	825	486	185	8	54.85	32.31	12.30	0.53
WASHINGTON	305	610	4	0	33.19	66.38	0.44	0.00
WEST VIRGINIA	212	119	172	5	41.73	23.43	33.86	0.98
WISCONSIN	23	666	246	0	2.46	71.23	26.31	0.00
WYOMING	55	10	2	-	82.09	14.93	2.99	-
AMERICAN SAMOA	0	-	12	0	0.00	-	100.00	0.00
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	98	0	8	-	92.45	0.00	7.55	-
U.S. AND TERRITORIES	28,322	26,996	16,752	781	38.88	37.06	22.99	1.07

(Continued)

Table 3C1

NUMBER AND PERCENT OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1981-1982

	ORTHOPEDICALLY IMPAIRED NUMBER				ORTHOPEDICALLY IMPAIRED PERCENT			
STATE	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	133	125	0	34	45.55	42.81	0.00	11.64
ALASKA	94	63	21	1	52.51	35.20	11.73	0.56
ARIZONA	316	161	23	8	62.20	31.69	4.53	1.57
ARKANSAS	81	63	216	23	21.15	16.45	56.40	6.01
CALIFORNIA	2,883	4,390	23	-	39.51	60.17	0.32	-
COLORADO	422	213	166	227	41.05	20.72	16.15	22.08
CONNECTICUT	259	180	39	28	51.19	35.57	7.71	5.53
DELAWARE	18	26	170	0	8.41	12.15	79.44	0.00
DISTRICT OF COLUMBIA	1	2	109	1	0.88	1.77	96.46	0.88
FLORIDA	520.	1,308	531	0	22.04	55.45	22.51	0.00
GEORGIA	259	96	12	16	67.62	25.07	3.13	4.18
HAWAII	19	136	149	0	6.25	44.74	49.01	0.00
IDAHO	134	18	0	186	39.64	5.33	0.00	55.03
ILLINOIS	607	1,303	2,127	656	12.93	27.76	45.32	13.98
INDIANA	165	270	127	53	26.83	43.90	20.65	8.62
IOWA	371	307	6	79	48.62	40.24	0.79	10.35
KANSAS	170	163	4	571	18.72	17.95	0.44	62.89
KENTUCKY	240	169	117	136	36.25	25.53	17.67	20.54
LOUISIANA	140	95	226	25	28.81	19.55	46.50	5.14
MAINE	218	85	37	99	49.66	19.36	8.43	22.55
MARYLAND	270	79	464	110	29.25	8.56	50.27	11.92
MASSACHUSETTS	1,120	255	70	15	76.71	17.47	4.79	1.03
MICHIGAN	1,460	895	51	101	58.24	35.70	2.03	4.03
MINNESOTA	816	379	70	34	62.82	29.18	5.39	2.62
MISSISSIPPI	90	71	21	99	32.03	25.27	7.47	35.23
MISSOURI	670	569	34	188	45.86	38.95	2.33	12.87
MONTANA	66	17	0	5	75.00	19.32	0.00	5.68
NEBRASKA	199	321	0	0	38.27	61.73	0.00	0.00
NEVADA	112	6	44	197	31.20	1.67	12.26	54.87
NEW HAMPSHIRE	125	33	11	1	73.53	19.41	6.47	0.59
NEW JERSEY	371	424	554	28	26.94	30.79	40.23	2.03
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	770	1,397	1,625	1,817	13.73	24.91	28.97	32.39
NORTH CAROLINA	433	327	218	164	37.92	28.63	19.09	14.36
NORTH DAKOTA	88	55	41	0	47.83	29.89	22.28	0.00
OHIO	443	1,107	443	1,353	13.24	33.08	13.24	40.44
OKLAHOMA	135	135	15	49	40.42	40.42	4.49	14.67
OREGON	836	52	104	22	82.45	5.13	10.26	2.17
PENNSYLVANIA	177	502	811	35	11.61	32.92	53.18	2.30
PUERTO RICO	99	121	1,702	43	5.04	6.16	86.62	2.19
RHODE ISLAND	172	42	34	3	68.53	16.73	13.55	1.20
SOUTH CAROLINA	343	277	135	351	31.01	25.05	12.21	31.74
SOUTH DAKOTA	34	25	64	3	26.98	19.84	50.79	2.38
TENNESSEE	426	361	20	294	38.69	32.79	1.82	26.70
TEXAS	1,005	726	385	1,084	31.41	22.69	12.03	33.87
UTAH	121	91	14	1	53.30	40.09	6.17	0.44
VERMONT	216	26	10	7	83.40	10.04	3.86	2.70
VIRGINIA	286	352	4	26	42.81	52.69	0.60	3.89
WASHINGTON	388	279	26	12	55.04	39.57	3.69	1.70
WEST VIRGINIA	136	134	61	33	37.36	36.81	16.76	9.07
WISCONSIN	0	836	0	0	0.00	100.00	0.00	0.00
WYOMING	74	7	9	-	82.22	7.78	10.00	-
AMERICAN SAMOA	0	-	2	0	0.00	-	100.00	0.00
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	21	4	0	-	84.00	16.00	0.00	-
U.S. AND TERRITORIES	18,552	19,078	11,145	8,218	32.55	33.47	19.56	14.42

(Continued)

Table 3C1

NUMBER AND PERCENT OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1981-1982

STATE	VISUALLY HANDICAPPED NUMBER				VISUALLY HANDICAPPED PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	149	50	136	4	43.95	14.75	40.12	1.18
ALASKA	28	12	2	0	66.67	28.57	4.76	0.00
ARIZONA	270	10	105	1	69.95	2.59	27.20	0.26
ARKANSAS	118	9	132	8	44.19	3.37	49.44	3.00
CALIFORNIA	1,407	852	7	-	62.09	37.60	0.31	-
COLORADO	272	9	73	2	76.40	2.53	20.51	0.56
CONNECTICUT	213	57	42	5	67.19	17.98	13.25	1.58
DELAWARE	154	7	0	0	95.65	4.35	0.00	0.00
DISTRICT OF COLUMBIA	31	42	3	0	40.79	55.26	3.95	0.00
FLORIDA	513	170	156	0	61.14	20.26	18.59	0.00
GEORGIA	520	27	129	17	75.04	3.90	18.61	2.45
HAWAII	16	29	7	0	30.77	55.77	13.46	0.00
IDAHO	74	26	64	0	45.12	15.85	39.02	0.00
ILLINOIS	731	485	191	2	51.88	34.42	13.56	0.14
INDIANA	266	29	198	0	53.96	5.88	40.16	0.00
IOWA	135	45	41	8	58.95	19.65	17.90	3.49
KANSAS	223	39	0	2	84.47	14.77	0.00	0.76
KENTUCKY	230	47	159	3	52.39	10.71	36.22	0.68
LOUISIANA	219	68	22	0	70.87	22.01	7.12	0.00
MAINE	120	42	15	38	55.81	19.53	6.98	17.67
MARYLAND	319	28	251	6	52.81	4.64	41.56	0.99
MASSACHUSETTS	611	139	38	8	76.76	17.46	4.77	1.01
MICHIGAN	428	405	54	6	47.93	45.35	6.05	0.67
MINNESOTA	315	65	40	2	74.64	15.40	9.48	0.47
MISSISSIPPI	99	2	11	1	87.61	1.77	9.73	0.88
MISSOURI	508	102	151	74	60.84	12.22	18.08	8.86
MONTANA	38	8	133	0	21.23	4.47	74.30	0.00
NEBRASKA	101	18	46	0	61.21	10.91	27.88	0.00
NEVADA	60	4	0	13	77.92	5.19	0.00	16.88
NEW HAMPSHIRE	89	23	9	0	73.55	19.01	7.44	0.00
NEW JERSEY	820	187	119	200	61.84	14.10	8.97	15.08
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	1,135	337	345	4	62.33	18.51	18.95	0.22
NORTH CAROLINA	445	22	218	7	64.31	3.18	31.50	1.01
NORTH DAKOTA	39	11	28	0	50.00	14.10	35.90	0.00
OHIO	431	334	194	5	44.71	34.65	20.12	0.52
OKLAHOMA	136	36	2	125	45.48	12.04	0.67	41.81
OREGON	521	0	52	0	90.92	0.00	9.08	0.00
PENNSYLVANIA	1,038	228	357	20	63.18	13.88	21.73	1.22
PUERTO RICO	60	57	1,622	12	3.43	3.26	92.63	0.69
RHODE ISLAND	48	6	15	0	69.57	8.70	21.74	0.00
SOUTH CAROLINA	393	72	95	0	70.18	12.86	16.96	0.00
SOUTH DAKOTA	15	6	25	1	31.91	12.77	53.19	2.13
TENNESSEE	550	59	153	16	70.69	7.58	19.67	2.06
TEXAS	924	479	154	22	58.52	30.34	9.75	1.39
UTAH	106	0	0	0	100.00	0.00	0.00	0.00
VERMONT	107	5	3	4	89.92	4.20	2.52	3.36
VIRGINIA	685	43	36	9	88.62	5.56	4.66	1.16
WASHINGTON	179	79	3	3	67.80	29.92	1.14	1.14
WEST VIRGINIA	185	13	76	2	67.03	4.71	27.54	0.72
WISCONSIN	98	72	129	0	32.78	24.08	43.14	0.00
WYOMING	30	2	0	-	93.75	6.25	0.00	-
AMERICAN SAMOA	0	-	1	0	0.00	-	100.00	0.00
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	11	2	0	-	84.62	15.38	0.00	-
U.S. AND TERRITORIES	18,213	4,899	5,842	630	58.78	17.76	21.18	2.28

(Continued)

Table 3C1

NUMBER AND PERCENT OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1981-1982

	DEAF-BLIND NUMBER				DEAF-BLIND PERCENT			
STATE	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	5	9	43	6	7.94	14.29	68.25	9.52
ALASKA	0	4	12	0	0.00	25.00	75.00	0.00
ARIZONA	0	0	10	0	0.00	0.00	100.00	0.00
ARKANSAS	0	10	13	0	0.00	43.48	56.52	0.00
CALIFORNIA	11	157	0	-	6.55	93.45	0.00	-
COLORADO	2	10	54	1	2.99	14.93	80.60	1.49
CONNECTICUT	-	-	-	-	-	-	-	-
DELAWARE	0	0	52	0	0.00	0.00	100.00	0.00
DISTRICT OF COLUMBIA	2	1	31	6	5.00	2.50	77.50	15.00
FLORIDA	2	32	102	0	1.47	23.53	75.00	0.00
GEORGIA	9	9	43	5	13.64	13.64	65.15	7.58
HAWAII	0	4	6	0	0.00	40.00	60.00	0.00
IDAHO	0	0	17	0	0.00	0.00	100.00	0.00
ILLINOIS	11	12	66	0	12.36	13.48	74.16	0.00
INDIANA	0	12	7	0	0.00	63.16	36.84	0.00
IOWA	0	0	20	0	0.00	0.00	100.00	0.00
KANSAS	61	269	15	3	17.53	77.30	4.31	0.86
KENTUCKY	7	405	41	3	1.54	88.82	8.99	0.66
LOUISIANA	0	16.	27	0	0.00	37.21	62.79	0.00
MAINE	10	13	0	0	43.48	56.52	0.00	0.00
MARYLAND	4	2	50	0	7.14	3.57	89.29	0.00
MASSACHUSETTS	101	22	6	1	77.69	16.92	4.62	0.77
MICHIGAN	-	-	-	-	-	-	-	-
MINNESOTA	6	4	31	0	14.63	9.76	75.61	0.00
MISSISSIPPI	1	4	4	0	11.11	44.44	44.44	0.00
MISSOURI	0	0	0	0	-	-	-	-
MONTANA	2	1	12	0	13.33	6.67	80.00	0.00
NEBRASKA	0	0	0	0	-	-	-	-
NEVADA	0	0	0	0	-	-	-	-
NEW HAMPSHIRE	0	5	0	0	0.00	100.00	0.00	0.00
NEW JERSEY	0	0	159	2	0.00	0.00	98.76	1.24
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	0	0	111	0	0.00	0.00	100.00	0.00
NORTH CAROLINA	2	3	45	0	4.00	6.00	90.00	0.00
NORTH DAKOTA	0	2	11	0	0.00	15.38	84.62	0.00
OHIO	6	115	24	0	4.14	79.31	16.55	0.00
OKLAHOMA	4	12	6	4	15.38	46.15	23.08	15.38
OREGON	14	0	10	1	56.00	0.00	40.00	4.00
PENNSYLVANIA	7	3	0	1	63.64	27.27	0.00	9.09
PUERTO RICO	0	1	73	52	0.00	0.79	57.94	41.27
RHODE ISLAND	1	1	9	0	9.09	9.09	81.82	0.00
SOUTH CAROLINA	0	6	6	0	0.00	50.00	50.00	0.00
SOUTH DAKOTA	3	2	4	0	33.33	22.22	44.44	0.00
TENNESSEE	3	2	4	0	33.33	22.22	44.44	0.00
TEXAS	34	60	112	9	15.81	27.91	52.09	4.19
UTAH	0	0	37	0	0.00	0.00	100.00	0.00
VERMONT	0	1	11	0	0.00	8.33	91.67	0.00
VIRGINIA	1	22	42	0	1.54	33.85	64.62	0.00
WASHINGTON	5	18	2	0	20.00	72.00	8.00	0.00
WEST VIRGINIA	0	0	0	0	-	-	-	-
WISCONSIN	0	41	0	0	0.00	100.00	0.00	0.00
WYOMING	3	2	4	-	33.33	22.22	44.44	-
AMERICAN SAMOA	0	-	2	0	0.00	-	100.00	0.00
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	1	0	0	-	100.00	0.00	0.00	-
U.S. AND TERRITORIES	318	1,292	1,334	94	10.47	42.53	43.91	3.09

(Continued)

Table 3C1

NUMBER AND PERCENT OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1981-1982

STATE	NON-CATEGORICAL NUMBER REGULAR CLASSES				NON-CATEGORICAL PERCENT REGULAR CLASSES			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	2	0	0	0	100.00	0.00	0.00	0.00
ALASKA	8	1	0	0	88.89	11.11	0.00	0.00
ARIZONA	0	0	0	0	-	-	-	-
ARKANSAS	0	0	0	0	-	-	-	-
CALIFORNIA	0	0	0	-	-	-	-	-
COLORADO	0	0	0	0	-	-	-	-
CONNECTICUT	948	663	39	76	54.92	38.41	2.26	4.40
DELAWARE	0	0	4	0	0.00	0.00	100.00	0.00
DISTRICT OF COLUMBIA	3	35	0	16	5.56	64.81	0.00	29.63
FLORIDA	-	-	0	0	-	-	-	-
GEORGIA	0	0	0	0	-	-	-	-
HAWAII	4	132	0	0	2.94	97.06	0.00	0.00
IDAHO	0	0	0	0	-	-	-	-
ILLINOIS	0	0	0	0	-	-	-	-
INDIANA	0	0	0	0	-	-	-	-
IOWA	0	0	0	0	-	-	-	-
KANSAS	0	0	0	0	-	-	-	-
KENTUCKY	6,966	1,292	0	0	84.35	15.65	0.00	0.00
LOUISIANA	312	1,178	628	135	13.85	52.29	27.87	5.99
MAINE	0	0	0	0	-	-	-	-
MARYLAND	0	0	0	0	-	-	-	-
MASSACHUSETTS	0	0	0	0	-	-	-	-
MICHIGAN	0	0	0	0	-	-	-	-
MINNESOTA	0	0	0	0	-	-	-	-
MISSISSIPPI	0	0	0	0	-	-	-	-
MISSOURI	0	0	0	0	-	-	-	-
MONTANA	0	0	0	0	-	-	-	-
NEBRASKA	0	0	0	0	-	-	-	-
NEVADA	0	0	0	0	-	-	-	-
NEW HAMPSHIRE	0	0	0	0	-	-	-	-
NEW JERSEY	0	0	0	0	-	-	-	-
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	0	0	0	0	-	-	-	-
NORTH CAROLINA	0	0	0	0	-	-	-	-
NORTH DAKOTA	0	0	0	0	-	-	-	-
OHIO	0	0	0	0	-	-	-	-
OKLAHOMA	0	0	0	0	-	-	-	-
OREGON	0	0	0	17	0.00	0.00	0.00	100.00
PENNSYLVANIA	0	0	0	0	-	-	-	-
PUERTO RICO	0	0	0	0	-	-	-	-
RHODE ISLAND	0	0	0	0	-	-	-	-
SOUTH CAROLINA	0	3	0	0	0.00	100.00	0.00	0.00
SOUTH DAKOTA	0	0	0	0	-	-	-	-
TENNESSEE	0	0	0	0	-	-	-	-
TEXAS	0	0	0	0	-	-	-	-
UTAH	0	0	0	0	-	-	-	-
VERMONT	0	0	0	0	-	-	-	-
VIRGINIA	76	613	4	346	7.31	59.00	0.38	33.30
WASHINGTON	400	1,714	515	32	15.03	64.41	19.35	1.20
WEST VIRGINIA	0	0	0	0	-	-	-	-
WISCONSIN	0	3,710	0	0	0.00	100.00	0.00	0.00
WYOMING	279	40	5	-	86.11	12.35	1.54	-
AMERICAN SAMOA	0	-	0	0	-	-	-	-
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	0	0	0	-	-	-	-	-
U.S. AND TERRITORIES	8,998	9,381	1,195	622	44.55	46.45	5.92	3.08

Table 3C2

NUMBER AND PERCENT OF CHILDREN 3 - 5 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1981-1982

STATE	ALL CONDITIONS NUMBER				ALL CONDITIONS PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	1,139	250	22	31	78.99	17.34	1.53	2.15
ALASKA	441	251	113	0	54.78	31.18	14.04	0.00
ARIZONA	2,808	335	102	32	85.69	10.22	3.11	0.98
ARKANSAS	1,714	139	720	0	66.61	5.40	27.98	0.00
CALIFORNIA	10,835	6,359	134	0	62.53	36.70	0.77	0.00
COLORADO	486	549	707	6	27.80	31.41	40.45	0.34
CONNECTICUT	2,433	1,104	151	107	64.11	29.09	3.98	2.82
DELAWARE	241	421	146	0	29.83	52.10	18.07	0.00
DISTRICT OF COLUMBIA	164	19	67	16	61.65	7.14	25.19	6.02
FLORIDA	5,394	1,186	1,785	100	63.72	14.01	21.09	1.18
GEORGIA	6,319	1,133	331	200	79.16	14.19	4.15	2.51
HAWAII	65	323	14	0	16.17	80.35	3.48	0.00
IDAHO	335	151	129	2	54.29	24.47	20.91	0.32
ILLINOIS	2,443	4,097	1,587	46	29.89	50.13	19.42	0.56
INDIANA	4,131	390	1,121	44	72.65	6.86	19.72	0.77
IOWA	95	1,668	0	3,154	1.93	33.92	C.00	64.14
KANSAS	2,160	540	8	21	79.15	19.79	0.29	0.77
KENTUCKY	2,299	494	703	8	65.61	14.10	20.06	0.23
LOUISIANA	3,862	1,630	687	143	61.09	25.78	10.87	2.26
MAINE	1,207	546	103	115	61.24	27.70	5.23	5.83
MARYLAND	3,586	343	1,307	37	68.01	6.50	24.79	0.70
MASSACHUSETTS	2,305	3,478	221	19	38.27	57.75	3.67	0.32
MICHIGAN	6,264	4,909	285	458	52.57	41.20	2.39	3.84
MINNESOTA	3,857	3,236	122	19	53.32	44.73	1.69	0.26
MISSISSIPPI	622	301	243	12	52.80	25.55	20.63	1.02
MISSOURI	5,430	718	113	186	84.23	11.14	1.75	2.89
MONTANA	1,227	135	0	0	90.09	9.91	0.00	0.00
NEBRASKA	1,481	1,225	0	0	54.73	45.27	0.00	0.00
NEVADA	256	60	102	5	60.52	14.18	24.11	1.18
NEW HAMPSHIRE	574	154	49	3	73.59	19.74	6.28	0.38
NEW JERSEY	3,561	1,748	449	107	60.72	29.80	7.66	1.82
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	3,900	1,208	5,608	44	36.25	11.23	52.12	0.41
NORTH CAROLINA	2,708	312	476	94	75.43	8.69	13.26	2.62
NORTH DAKOTA	281	365	35	0	41.26	53.60	5.14	0.00
OHIO	5,958	981	1,288	13	72.31	11.91	15.63	0.16
OKLAHOMA	4,050	644	103	466	76.95	12.24	1.96	8.85
OREGON	1,496	498	82	14	71.58	23.83	3.92	0.67
PENNSYLVANIA	5,713	998	4,343	433	49.73	8.69	37.81	3.77
PUERTO RICO	0	412	420	0	0.00	49.52	50.48	0.00
RHODE ISLAND	693	1	6	1	98.86	0.14	0.86	0.14
SOUTH CAROLINA	2,958	341	417	39	78.77	9.08	11.11	1.04
SOUTH DAKOTA	615	889	27	1	40.14	58.03	1.76	0.07
TENNESSEE	7,067	785	3	90	88.95	9.88	0.04	1.13
TEXAS	14,991	7,780	1,595	310	60.75	31.53	6.46	1.26
UTAH	1,037	142	256	0	72.26	9.90	17.84	0.00
VERMONT	469	261	82	358	40.09	22.31	7.01	30.60
VIRGINIA	6,300	1,529	24	904	71.94	17.46	0.27	10.32
WASHINGTON	1,859	1,830	570	45	43.19	42.52	13.24	1.05
WEST VIRGINIA	1,743	92	118	242	79.41	4.19	5.38	11.03
WISCONSIN	2,619	4,272	242	4	36.70	59.86	3.39	0.06
WYOMING	329	34	10	0	88.20	9.12	2.68	0.00
AMERICAN SAMOA	0	0	12	1	0.00	0.00	92.31	7.69
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	281	15	0	0	94.93	5.07	0.00	0.00
U.S. AND TERRITORIES	142,801	61,281	27,238	7,930	59.69	25.61	11.38	3.31

(Continued)

Table 3C2

NUMBER AND PERCENT OF CHILDREN 3 - 5 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1981-1982

STATE	LEARNING DISABLED NUMBER REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	LEARNING DISABLED PERCENT REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	110	6	0	1	94.02	5.13	0.00	0.85
ALASKA	25	5	30	0	41.67	8.33	50.00	0.00
ARIZONA	222	85	1	0	72.08	27.60	0.32	0.00
ARKANSAS	0	20	15	0	0.00	57.14	42.86	0.00
CALIFORNIA	394	1,444	51	0	20.86	76.44	2.70	0.00
COLORADO	82	134	10	0	36.28	59.29	4.42	0.00
CONNECTICUT	136	74	4	1	63.26	34.42	1.86	0.47
DELAWARE	38	273	46	0	10.64	76.47	12.89	0.00
DISTRICT OF COLUMBIA	8	5	10	0	34.78	21.74	43.48	0.00
FLORIDA	98	87	20	0	47.80	42.44	9.76	0.00
GEORGIA	398	71	1	1	84.50	15.07	0.21	0.21
HAWAII	3	76	0	0	3.80	96.20	0.00	0.00
IDAHO	16	14	0	0	53.33	46.67	0.00	0.00
ILLINOIS	159	827	135	2	14.16	73.64	12.02	0.18
INDIANA	32	0	27	0	54.24	0.00	45.76	0.00
IOWA	28	40	0	10	35.90	51.28	0.00	12.82
KANSAS	58	67	0	1	46.03	53.17	0.00	0.79
KENTUCKY	38	32	22	0	41.30	34.78	23.91	0.00
LOUISIANA	8	19	6	0	24.24	57.58	18.18	0.00
MAINE	151	58	0	12	68.33	26.24	0.00	5.43
MARYLAND	357	32	179	1	62.74	5.62	31.46	0.18
MASSACHUSETTS	814	1,228	78	7	38.27	57.73	3.67	0.33
MICHIGAN	79	476	0	1	14.21	85.61	0.00	0.18
MINNESOTA	258	592	2	1	30.25	69.40	0.23	0.12
MISSISSIPPI	0	2	0	0	0.00	100.00	0.00	0.00
MISSOURI	679	76	0	14	88.30	9.88	0.00	1.82
MONTANA	58	12	0	0	82.86	17.14	0.00	0.00
NEBRASKA	180	22	0	0	89.11	10.89	0.00	0.00
NEVADA	2	43	0	0	4.44	95.56	0.00	0.00
NEW HAMPSHIRE	26	7	2	0	74.29	20.00	5.71	0.00
NEW JERSEY	113	344	31	0	23.16	70.49	6.35	0.00
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	210	63	108	0	55.12	16.54	28.35	0.00
NORTH CAROLINA	59	16	0	6	72.84	19.75	0.00	7.41
NORTH DAKOTA	8	60	0	0	11.76	88.24	0.00	0.00
OHIO	19	113	0	0	14.39	85.61	0.00	0.00
OKLAHOMA	98	66	0	4	58.33	39.29	0.00	2.38
OREGON	114	11	0	0	91.20	8.80	0.00	0.00
PENNSYLVANIA	225	238	79	82	36.06	38.14	12.66	13.14
PUERTO RICO	0	16	0	0	0.00	100.00	0.00	0.00
RHODE ISLAND	201	0	0	0	100.00	0.00	0.00	0.00
SOUTH CAROLINA	18	4	7	0	62.07	13.79	24.14	0.00
SOUTH DAKOTA	21	43	1	0	32.31	66.15	1.54	0.00
TENNESSEE	160	18	0	1	89.39	10.06	0.00	0.56
TEXAS	1,855	1,908	282	3	45.83	47.13	6.97	0.07
UTAH	105	13	6	0	84.68	10.48	4.84	0.00
VERMONT	201	19	0	151	54.18	5.12	0.00	40.70
VIRGINIA	146	91	2	65	48.03	29.93	0.66	21.38
WASHINGTON	204	4	1	0	97.61	1.91	0.48	0.00
WEST VIRGINIA	22	6	2	15	48.89	13.33	4.44	33.33
WISCONSIN	0	22	0	0	0.00	100.00	0.00	0.00
WYOMING	39	4	0	0	90.70	9.30	0.00	0.00
AMERICAN SAMOA	0	0	0	0	-	-	-	-
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	15	0	0	0	100.00	0.00	0.00	0.00
U.S. AND TERRITORIES	8,290	8,886	1,158	379	44.30	47.49	6.19	2.03

(Continued)

Table 3C2

NUMBER AND PERCENT OF CHILDREN 3 - 5 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1981-1982

STATE	SPEECH IMPAIRED NUMBER: REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	SPEECH IMPAIRED PERCENT: REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	926	17	0	7	97.47	1.79	0.00	0.74
ALASKA	341	199	25	0	60.35	35.22	4.42	0.00
ARIZONA	2,102	10	0	2	99.43	0.47	0.00	0.09
ARKANSAS	1,561	61	481	0	74.23	2.90	22.87	0.00
CALIFORNIA	9.961	434	5	0	95.78	4.17	0.05	0.00
COLORADO	281	158	100	0	52.13	29.31	18.55	0.00
CONNECTICUT	1,879	238	33	3	87.27	11.05	1.53	0.14
DELAWARE	174	54	0	0	76.32	23.68	0.00	0.00
DISTRICT OF COLUMBIA	146	6	3	11	87.95	3.61	1.81	6.63
FLORIDA	5.149	108	30	0	97.39	2.04	0.57	0.00
GEORGIA	5,112	72	26	64	96.93	1.37	0.49	1.21
HAWAII	57	7	0	0	89.06	10.94	0.00	0.00
IDAHO	230	16	0	0	93.50	6.50	0.00	0.00
ILLINOIS	2,154	1,778	426	14	49.27	40.67	9.74	0.32
INDIANA	3,850	0	190	0	95.30	0.00	4.70	0.00
IOWA	9	494	0	3,008	0.26	14.07	0.00	85.67
KANSAS	2,042	0	0	0	100.00	0.00	0.00	0.00
KENTUCKY	2,158	260	144	4	84.10	10.13	5.61	0.16
LOUISIANA	3,359	87	8	0	97.25	2.52	0.23	0.00
MAINE	638	136	0	29	79.45	16.94	0.00	3.61
MARYLAND	2.984	228	261	15	85.55	6.54	7.48	0.43
MASSACHUSETTS	530	800	51	4	38.27	57.76	3.68	0.29
MICHIGAN	6,004	1,418	139	345	75.94	17.94	1.76	4.36
MINNESOTA	3,188	1,436	37	5	68.32	30.78	0.79	0.11
MISSISSIPPI	589	149	174	0	64.58	16.34	19.08	0.00
MISSOURI	4,321	188	3	85	94.00	4.09	0.07	1.85
MONTANA	1,059	51	0	0	95.41	4.59	0.00	0.00
NEBRASKA	1,293	637	0	0	66.99	33.01	0.00	0.00
NEVADA	243	0	0	5	97.98	0.00	0.00	2.02
NEW HAMPSHIRE	409	110	35	2	73.56	19.78	6.29	0.36
NEW JERSEY	3.400	846	81	21	78.20	19.46	1.86	0.48
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	3,510	83	1,983	0	62.95	1.49	35.56	0.00
NORTH CAROLINA	2.494	100	56	35	92.89	3.72	2.09	1.30
NORTH DAKOTA	267	150	0	0	64.03	35.97	0.00	0.00
OHIO	5.914	0	0	0	100.00	0.00	0.00	0.00
OKLAHOMA	3,842	65	4	304	91.15	1.54	0.09	7.21
OREGON	1,216	0	0	0	100.00	0.00	0.00	0.00
PENNSYLVANIA	5,154	214	191	241	88.86	3.69	3.29	4.16
PUERTO RICO	0	129	117	0	0.00	52.44	47.56	0.00
RHODE ISLAND	313	0	0	0	100.00	0.00	0.00	0.00
SOUTH CAROLINA	2,758	94	19	0	96.06	3.27	0.66	0.00
SOUTH DAKOTA	575	686	1	0	45.56	54.36	0.08	0.00
TENNESSEE	6.694	140	0	41	97.37	2.04	0.00	0.60
TEXAS	12.487	1,722	36	8	87.61	12.08	0.25	0.06
UTAH	789	0	23	0	97.17	0.00	2.83	0.00
VERMONT	122	138	6	99	33.42	37.81	1.64	27.12
VIRGINIA	5.849	152	1	372	91.76	2.38	0.02	5.84
WASHINGTON	1.221	66	20	10	92.71	5.01	1.52	0.76
WEST VIRGINIA	1.536	3	3	60	95.88	0.19	0.19	3.75
WISCONSIN	2.605	0	0	0	100.00	0.00	0.00	0.00
WYOMING	254	6	2	0	96.95	2.29	0.76	0.00
AMERICAN SAMOA	0	0	0	0	-	-	-	-
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	211	0	0	0	100.00	0.00	0.00	0.00
U.S. AND TERRITORIES	123.960	13,748	4,714	4,794	84.20	9.34	3.20	3.26

(Continued)

Table 3C2

NUMBER AND PERCENT OF CHILDREN 3 - 5 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1981-1982

STATE	MENTALLY RETARDED NUMBER REGULAR CLASSES				MENTALLY RETARDED PERCENT REGULAR CLASSES			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	75	156	2	5	31.51	65.55	0.84	2.10
ALASKA	34	15	16	0	52.31	23.08	24.62	0.00
ARIZONA	157	145	13	3	49.37	45.60	4.09	0.94
ARKANSAS	84	27	63	0	48.28	15.52	36.21	0.00
CALIFORNIA	87	1,979	17	0	4.18	95.01	0.82	0.00
COLORADO	7	64	423	0	1.42	12.96	85.63	0.00
CONNECTICUT	34	112	21	16	18.58	61.20	11.48	8.74
DELAWARE	2	46	46	0	2.13	48.94	48.94	0.00
DISTRICT OF COLUMBIA	0	4	24	0	0.00	14.29	85.71	0.00
FLORIDA	17	446	1,021	0	1.15	30.05	68.80	0.00
GEORGIA	414	334	115	33	46.21	37.28	12.83	3.68
HAWAII	0	38	0	0	0.00	100.00	0.00	0.00
IDAHO	27	77	14	0	22.88	65.25	11.86	0.00
ILLINOIS	17	423	514	0	1.78	44.34	53.88	0.00
INDIANA	223	256	454	0	23.90	27.44	48.66	0.00
IOWA	15	721	0	49	1.91	91.85	0.00	6.24
KANSAS	7	213	3	1	3.13	95.09	1.34	0.45
KENTUCKY	50	101	158	0	16.18	32.69	51.13	0.00
LOUISIANA	85	209	120	17	19.72	48.49	27.84	3.94
MAINE	77	141	46	12	27.90	51.09	16.67	4.35
MARYLAND	37	27	251	3	11.64	8.49	78.93	0.94
MASSACHUSETTS	489	737	47	4	38.29	57.71	3.68	0.31
MICHIGAN	26	1.121	67	28	2.09	90.26	5.39	2.25
MINNESOTA	137	698	48	4	15.45	78.69	5.41	0.45
MISSISSIPPI	24	89	42	0	15.48	57.42	27.10	0.00
MISSOURI	132	253	56	10	29.27	56.10	12.42	2.22
MONTANA	41	22	0	0	65.08	34.92	0.00	0.00
NEBRASKA	0	227	0	0	0.00	100.00	0.00	0.00
NEVADA	1	2	9	0	8.33	16.67	75.00	0.00
NEW HAMPSHIRE	27	7	2	1	72.97	18.92	5.41	2.70
NEW JERSEY	13	109	144	0	4.89	40.98	54.14	0.00
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	37	322	1,049	1	2.63	22.85	74.45	0.07
NORTH CAROLINA	70	67	183	7	21.41	20.49	55.96	2.14
NOPTH DAKOTA	0	82	4	0	0.00	95.35	4.65	0.00
OHIO	0	313	1.042	5	0.00	23.01	76.62	0.37
OKLAHOMA	28	129	2	15	16.09	74.14	1.15	8.62
OREGON	16	449	40	0	3.17	88.91	7.92	0.00
PENNSYLVANIA	129	384	3.042	52	3.58	10.65	84.34	1.44
PUERTO RICO	0	65	101	0	0.00	39.16	60.84	0.00
RHODE ISLAND	69	1	4	0	93.24	1.35	5.41	0.00
SOUTH CAROLINA	128	165	263	14	22.46	28.95	46.14	2.46
SOUTH DAKOTA	6	33	2	0	14.63	80.49	4.88	0.00
TENNESSEE	61	168	0	6	25.96	71.49	0.00	2.55
TEXAS	155	907	343	22	10.86	63.56	24.04	1.54
UTAH	28	39	64	0	21.37	29.77	48.85	0.00
VERMONT	75	63	17	55	35.71	30.00	8.10	26.19
VIRGINIA	31	197	1	49	11.15	70.86	0.36	17.63
WASHINGTON	12	25	17	0	22.22	46.30	31.48	0.00
WEST VIRGINIA	54	44	35	50	29.51	24.04	19.13	27.32
WISCONSIN	0	172	232	0	0.00	42.57	57.43	0.00
WYOMING	7	18	5	0	23.33	60.00	16.67	0.00
AMERICAN SAMOA	0	0	8	0	0.00	0.00	100.00	0.00
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	11	10	0	0	52.38	47.62	0.00	0.00
U.S. AND TERRITORIES	3.256	12,452	10,190	462	12.35	47.24	38.66	1.75

(Continued)

Table 3C2

NUMBER AND PERCENT OF CHILDREN 3 - 5 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1981-1982

STATE	EMOTIONALLY DISTURBED — NUMBER: REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	EMOTIONALLY DISTURBED — PERCENT: REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	21	4	1	0	80.77	15.38	3.85	0.00
ALASKA	8	0	8	0	50.00	0.00	50.00	0.00
ARIZONA	81	22	0	0	78.64	21.36	0.00	0.00
ARKANSAS	2	3	14	0	10.53	15.79	73.68	0.00
CALIFORNIA	8	86	16	0	7.27	78.18	14.55	0.00
COLORADO	26	30	1	0	45.61	52.63	1.75	0.00
CONNECTICUT	34	65	18	2	28.57	54.62	15.13	1.68
DELAWARE	0	29	2	0	0.00	93.55	6.45	0.00
DISTRICT OF COLUMBIA	6	0	17	0	26.09	0.00	73.91	0.00
FLORIDA	28	87	446	0	4.99	15.51	79.50	0.00
GEORGIA	153	446	101	18	21.31	62.12	14.07	2.51
HAWAII	0	3	0	0	0.00	100.00	0.00	0.00
IDAHO	16	14	0	2	50.00	43.75	0.00	6.25
ILLINOIS	48	377	179	1	7.93	62.31	29.59	0.17
INDIANA	0	6	68	0	0.00	8.11	91.89	0.00
IOWA	8	108	0	14	6.15	83.08	0.00	10.77
KANSAS	8	74	4	5	8.79	81.32	4.40	5.49
KENTUCKY	5	11	79	0	5.26	11.58	83.16	0.00
LOUISIANA	0	19	0	2	0.00	90.48	0.00	9.52
MAINE	65	61	18	24	38.69	36.31	10.71	14.29
MARYLAND	8	3	77	0	9.09	3.41	87.50	0.00
MASSACHUSETTS	316	476	30	3	38.30	57.70	3.64	0.36
MICHIGAN	32	403	29	1	6.88	86.67	6.24	0.22
MINNESOTA	25	176	8	2	11.85	83.41	3.79	0.95
MISSISSIPPI	0	1	1	0	0.00	50.00	50.00	0.00
MISSOURI	140	82	7	15	57.38	33.61	2.87	6.15
MONTANA	2	3	0	0	40.00	60.00	0.00	0.00
NEBRASKA	0	37	0	0	0.00	100.00	0.00	0.00
NEVADA	0	0	0	0	-	-	-	-
NEW HAMPSHIRE	4	1	0	0	80.00	20.00	0.00	0.00
NEW JERSEY	2	78	20	2	1.96	76.47	19.61	1.96
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	23	153	308	3	4.72	31.42	63.24	0.62
NORTH CAROLINA	19	6	2	0	70.37	22.22	7.41	0.00
NORTH DAKOTA	0	17	0	0	0.00	100.00	0.00	0.00
OHIO	0	0	21	0	0.00	0.00	100.00	0.00
OKLAHOMA	3	5	0	2	30.00	50.00	0.00	20.00
OREGON	2	11	5	8	7.69	42.31	19.23	30.77
PENNSYLVANIA	25	65	830	11	2.69	6.98	89.15	1.18
PUERTO RICO	0	33	7	0	0.00	82.50	17.50	0.00
RHODE ISLAND	24	0	0	0	100.00	0.00	0.00	0.00
SOUTH CAROLINA	13	6	9	4	40.62	18.75	28.12	12.50
SOUTH DAKOTA	0	4	1	0	0.00	80.00	20.00	0.00
TENNESSEE	8	27	0	1	22.22	75.00	0.00	2.78
TEXAS	72	166	18	19	26.18	60.36	6.55	6.91
UTAH	72	49	44	0	43.64	29.70	26.67	0.00
VERMONT	15	2	2	12	48.39	6.45	6.45	38.71
VIRGINIA	3	28	1	4	8.33	77.78	2.78	11.11
WASHINGTON	5	2	0	0	71.43	28.57	0.00	0.00
WEST VIRGINIA	7	8	8	1	29.17	33.33	33.33	4.17
WISCONSIN	0	94	0	0	0.00	100.00	0.00	0.00
WYOMING	4	4	0	0	50.00	50.00	0.00	0.00
AMERICAN SAMOA	0	0	0	0	-	-	-	-
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	7	0	0	0	100.00	0.00	0.00	0.00
U.S. AND TERRITORIES	1,348	3,385	2,400	156	18.49	46.44	32.93	2.14

(Continued)

Table 3C2

NUMBER AND PERCENT OF CHILDREN 3 - 5 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1981-1982

STATE	OTHER HEALTH IMPAIRED NUMBER				OTHER HEALTH IMPAIRED PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER EN-VIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER EN-VIRONMENTS
ALABAMA	1	0	0	0	100.00	0.00	0.00	0.00
ALASKA	3	0	5	0	37.50	0.00	62.50	0.00
ARIZONA	0	0	0	10	0.00	0.00	0.00	100.00
ARKANSAS	4	1	44	0	8.16	2.04	89.80	0.00
CALIFORNIA	121	150	11	0	42.91	53.19	3.90	0.00
COLORADO	0	0	0	0	-	-	-	-
CONNECTICUT	38	52	19	4	33.63	46.02	16.81	3.54
DELAWARE	0	0	0	0	-	-	-	-
DISTRICT OF COLUMBIA	1	0	2	1	25.00	0.00	50.00	25.00
FLORIDA	0	14	19	99	0.00	10.61	14.39	75.00
GEORGIA	26	42	2	14	30.95	50.00	2.38	16.67
HAWAII	0	0	0	0	-	-	-	-
IDAHO	14	4	0	0	77.78	22.22	0.00	0.00
ILLINOIS	4	56	26	1	4.60	64.37	29.89	1.15
INDIANA	0	0	46	0	0.00	0.00	100.00	0.00
IOWA	0	0	0	0	-	-	-	-
KANSAS	0	0	0	0	-	-	-	-
KENTUCKY	22	4	36	0	35.48	6.45	58.06	0.00
LOUISIANA	107	19	6	10	75.35	13.38	4.23	7.04
MAINE	50	9	18	21	51.02	9.18	18.37	21.43
MARYLAND	31	1	9	5	67.39	2.17	19.57	10.87
MASSACHUSETTS	32	49	3	0	38.10	58.33	3.57	0.00
MICHIGAN	-	-	-	-	-	-	-	-
MINNESOTA	71	32	6	7	61.21	27.59	5.17	6.03
MISSISSIPPI	0	0	0	0	-	-	-	-
MISSOURI	10	6	3	19	26.32	15.79	7.89	50.00
MONTANA	3	0	0	0	100.00	0.00	0.00	0.00
NEBRASKA	0	0	0	0	-	-	-	-
NEVADA	0	0	0	0	-	-	-	-
NEW HAMPSHIRE	21	6	2	0	72.41	20.69	6.90	0.00
NEW JERSEY	3	6	0	0	33.33	66.67	0.00	0.00
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	22	441	146	4	3.59	71.94	23.82	0.65
NORTH CAROLINA	8	14	7	8	21.62	37.84	18.92	21.62
NORTH DAKOTA	3	2	0	0	60.00	40.00	0.00	0.00
OHIO	-	-	-	-	-	-	-	-
OKLAHOMA	12	5	0	24	29.27	12.20	0.00	58.54
OREGON	14	0	0	3	82.35	0.00	0.00	17.65
PENNSYLVANIA	0	0	8	0	0.00	0.00	100.00	0.00
PUERTO RICO	0	39	0	0	0.00	100.00	0.00	0.00
RHODE ISLAND	7	0	0	0	100.00	0.00	0.00	0.00
SOUTH CAROLINA	0	0	15	0	0.00	0.00	100.00	0.00
SOUTH DAKOTA	2	2	0	0	50.00	50.00	0.00	0.00
TENNESSEE	5	2	0	9	31.25	12.50	0.00	56.25
TEXAS	108	348	75	86	17.50	56.40	12.16	13.94
UTAH	11	1	17	0	37.93	3.45	58.62	0.00
VERMONT	6	5	10	5	23.08	19.23	38.46	19.23
VIRGINIA	14	27	1	0	33.33	64.29	2.38	0.00
WASHINGTON	2	1	1	0	50.00	25.00	25.00	0.00
WEST VIRGINIA	12	0	0	19	38.71	0.00	0.00	61.29
WISCONSIN	0	0	0	4	0.00	0.00	0.00	100.00
WYOMING	8	1	1	0	80.00	10.00	10.00	0.00
AMERICAN SAMOA	0	0	0	0	-	-	-	-
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	5	0	0	0	100.00	0.00	0.00	0.00
U.S. AND TERRITORIES	801	1,339	538	353	26.43	44.18	17.75	11.65

(Continued)

Table 3C2

NUMBER AND PERCENT OF CHILDREN 3 - 5 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1981-1982

	MULTIHANDICAPPED NUMBER				MULTIHANDICAPPED PERCENT			
STATE	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER EN-VIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER EN-VIRONMENTS
ALABAMA	0	40	0	0	0.00	100.00	0.00	0.00
ALASKA	4	7	4	0	26.67	46.67	26.67	0.00
ARIZONA	67	53	11	8	48.20	38.13	7.91	5.76
ARKANSAS	25	8	54	0	28.74	9.20	62.07	0.00
CALIFORNIA	19	599	7	0	3.04	95.84	1.12	0.00
COLORADO	42	76	105	4	18.50	33.48	46.26	1.76
CONNECTICUT	-	-	-	-	-	-	-	-
DELAWARE	0	0	0	0	-	-	-	-
DISTRICT OF COLUMBIA	0	0	1	3	0.00	0.00	25.00	75.00
FLORIDA	0	0	0	0	-	-	-	-
GEORGIA	76	101	5	24	36.89	49.03	2.43	11.65
HAWAII	0	24	1	0	0.00	96.00	4.00	0.00
IDAHO	0	17	11	0	0.00	60.71	39.29	0.00
ILLINOIS	7	107	17	3	5.22	79.85	12.69	2.24
INDIANA	0	94	153	0	0.00	38.06	61.94	0.00
IOWA	0	101	0	4	0.00	96.19	0.00	3.81
KANSAS	0	0	0	0	-	-	-	-
KENTUCKY	1	43	165	2	0.47	20.38	78.20	0.95
LOUISIANA	0	130	43	2	0.00	74.29	24.57	1.14
MAINE	92	53	0	3	62.16	35.81	0.00	2.03
MARYLAND	52	20	330	6	12.75	4.90	80.88	1.47
MASSACHUSETTS	51	77	5	1	38.06	57.46	3.73	0.75
MICHIGAN	13	236	25	9	4.59	83.39	8.83	3.18
MINNESOTA	0	0	0	0	-	-	-	-
MISSISSIPPI	4	22	4	1	12.90	70.97	12.90	3.23
MISSOURI	0	0	0	0	-	-	-	-
MONTANA	31	34	0	0	47.69	52.31	0.00	0.00
NEBRASKA	0	85	0	0	0.00	100.00	0.00	0.00
NEVADA	1	0	91	0	1.09	0.00	98.91	0.00
NEW HAMPSHIRE	40	11	3	0	74.07	20.37	5.56	0.00
NEW JERSEY	7	242	92	1	2.05	70.76	26.90	0.29
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	4	57	1,245	1	0.31	4.36	95.26	0.08
NORTH CAROLINA	12	64	36	10	9.84	52.46	29.51	8.20
NORTH DAKOTA	0	0	0	0	-	-	-	-
OHIO	8	181	21	0	3.81	86.19	10.00	0.00
OKLAHOMA	27	271	83	52	6.24	62.59	19.17	12.01
OREGON	0	0	0	1	0.00	0.00	0.00	100.00
PENNSYLVANIA	0	0	2	0	0.00	0.00	100.00	0.00
PUERTO RICO	0	0	0	0	-	-	-	-
RHODE ISLAND	13	0	0	1	92.86	0.00	0.00	7.14
SOUTH CAROLINA	1	0	84	2	1.15	0.00	96.55	2.30
SOUTH DAKOTA	2	74	12	0	2.27	84.09	13.64	0.00
TENNESSEE	19	215	0	5	7.95	89.96	0.00	2.09
TEXAS	108	1,934	482	39	4.21	75.46	18.81	1.52
UTAH	6	24	79	0	5.50	22.02	72.48	0.00
VERMONT	15	10	20	12	26.32	17.54	35.09	21.05
VIRGINIA	55	266	11	45	14.59	70.56	2.92	11.94
WASHINGTON	1	10	10	0	4.76	47.62	47.62	0.00
WEST VIRGINIA	69	9	14	58	46.00	6.00	9.33	38.67
WISCONSIN	0	74	0	0	0.00	100.00	0.00	0.00
WYOMING	0	0	0	0	-	-	-	-
AMERICAN SAMOA	0	0	3	1	0.00	0.00	75.00	25.00
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	12	5	0	0	70.59	29.41	0.00	0.00
U.S. AND TERRITORIES	884	5,374	3,229	298	9.03	54.92	33.00	3.05

(Continued)

Table 3C2

NUMBER AND PERCENT OF CHILDREN 3 - 5 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1981-1982

	HARD OF HEARING & DEAF NUMBER				HARD OF HEARING & DEAF PERCENT			
STATE	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	2	23	8	12	4.44	51.11	17.78	26.67
ALASKA	12	6	1	0	63.16	31.58	5.26	0.00
ARIZONA	68	12	55	0	50.37	8.89	40.74	0.00
ARKANSAS	29	15	12	0	51.79	26.79	21.43	0.00
CALIFORNIA	86	609	7	0	12.25	86.75	1.00	0.00
COLORADO	13	39	1	0	24.53	73.58	1.89	0.00
CONNECTICUT	27	41	18	3	30.34	46.07	20.22	3.37
DELAWARE	0	2	23	0	0.00	8.00	92.00	0.00
DISTRICT OF COLUMBIA	0	1	0	0	0.00	100.00	0.00	0.00
FLORIDA	5	188	14	1	2.40	90.38	6.73	0.48
GEORGIA	57	46	66	27	29.08	23.47	33.67	13.78
HAWAII	0	22	0	0	0.00	100.00	0.00	0.00
IDAHO	3	5	79	0	3.45	5.75	90.80	0.00
ILLINOIS	29	258	34	0	9.03	80.37	10.59	0.00
INDIANA	8	31	51	0	8.89	34.44	56.67	0.00
IOWA	13	65	0	9	14.94	74.71	0.00	10.34
KANSAS	14	62	1	0	18.18	80.52	1.30	0.00
KENTUCKY	8	15	20	0	18.60	34.88	46.51	0.00
LOUISIANA	8	120	4	0	6.06	90.91	3.03	0.00
MAINE	64	24	2	2	69.57	26.09	2.17	2.17
MARYLAND	40	24	59	1	32.26	19.35	47.58	0.81
MASSACHUSETTS	32	49	4	0	37.65	57.65	4.71	0.00
MICHIGAN	20	289	4	4	6.31	91.17	1.26	1.26
MINNESOTA	58	106	7	0	33.92	61.99	4.09	0.00
MISSISSIPPI	2	9	3	1	13.33	60.00	20.00	6.67
MISSOURI	23	39	25	15	22.55	38.24	24.51	14.71
MONTANA	14	11	0	0	56.00	44.00	0.00	0.00
NEBRASKA	0	73	0	0	0.00	100.00	0.00	0.00
NEVADA	1	11	0	0	8.33	91.67	0.00	0.00
NEW HAMPSHIRE	22	5	2	0	75.86	17.24	6.90	0.00
NEW JERSEY	15	78	43	1	10.95	56.93	31.39	0.73
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	63	34	253	0	18.00	9.71	72.29	0.00
NORTH CAROLINA	16	22	158	11	7.73	10.63	76.33	5.31
NORTH DAKOTA	0	15	8	0	0.00	65.22	34.78	0.00
OHIO	5	302	104	2	1.21	73.12	25.18	0.48
OKLAHOMA	16	52	7	33	14.81	48.15	6.48	30.56
OREGON	36	18	19	0	49.32	24.66	26.03	0.00
PENNSYLVANIA	70	61	95	12	29.41	25.63	39.92	5.04
PUERTO RICO	0	50	32	0	0.00	60.98	39.02	0.00
RHODE ISLAND	21	0	1	0	95.45	0.00	4.55	0.00
SOUTH CAROLINA	16	51	5	0	22.22	70.83	6.94	0.00
SOUTH DAKOTA	6	19	3	1	20.69	65.52	10.34	3.45
TENNESSEE	65	104	1	6	36.93	59.09	0.57	3.41
TEXAS	66	238	154	34	13.41	48.37	31.30	6.91
UTAH	13	3	0	0	81.25	18.75	0.00	0.00
VERMONT	20	4	12	13	40.82	8.16	24.49	26.53
VIRGINIA	28	76	2	7	24.78	67.26	1.77	6.19
WASHINGTON	2	8	1	0	18.18	72.73	9.09	0.00
WEST VIRGINIA	17	11	22	5	30.91	20.00	40.00	9.09
WISCONSIN	0	48	0	0	0.00	100.00	0.00	0.00
WYOMING	5	0	0	0	100.00	0.00	0.00	0.00
AMERICAN SAMOA	0	0	1	0	0.00	0.00	100.00	0.00
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	6	0	0	0	100.00	0.00	0.00	0.00
U.S. AND TERRITORIES	1,144	3,394	1,421	200	18.57	55.11	23.07	3.25

(Continued)

Table 3C2

NUMBER AND PERCENT OF CHILDREN 3 - 5 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1981-1982

	ORTHOPEDICALLY IMPAIRED NUMBER				ORTHOPEDICALLY IMPAIRED PERCENT			
STATE	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	4	3	0	1	50.00	37.50	0.00	12.50
ALASKA	11	16	20	0	23.40	34.04	42.55	0.00
ARIZONA	87	6	3	8	83.65	5.77	2.88	7.69
ARKANSAS	6	1	26	0	18.18	3.03	78.79	0.00
CALIFORNIA	91	971	16	0	8.44	90.07	1.48	0.00
COLORADO	26	42	60	1	20.16	32.56	46.51	0.78
CONNECTICUT	10	17	6	4	27.03	45.95	16.22	10.81
DELAWARE	2	12	13	0	7.41	44.44	48.15	0.00
DISTRICT OF COLUMBIA	0	0	9	1	0.00	0.00	90.00	10.00
FLORIDA	58	225	212	0	11.72	45.45	42.83	0.00
GEORGIA	46	13	6	13	58.97	16.67	7.69	16.67
HAWAII	0	31	13	0	0.00	70.45	29.55	0.00
IDAHO	26	0	0	0	100.00	0.00	0.00	0.00
ILLINOIS	22	221	239	24	4.35	43.68	47.23	4.74
INDIANA	11	3	107	44	6.67	1.82	64.85	26.67
IOWA	16	123	0	52	8.38	64.40	0.00	27.23
KANSAS	11	48	0	14	15.07	65.75	0.00	19.18
KENTUCKY	11	11	72	0	11.70	11.70	76.60	0.00
LOUISIANA	12	16	77	0	11.43	15.24	73.33	0.00
MAINE	47	50	19	5	38.84	41.32	15.70	4.13
MARYLAND	56	7	123	6	29.17	3.65	64.06	3.13
MASSACHUSETTS	25	38	2	0	38.46	58.46	3.08	0.00
MICHIGAN	68	893	20	67	6.49	85.21	1.91	6.39
MINNESOTA	98	162	10	0	36.30	60.00	3.70	0.00
MISSISSIPPI	3	29	15	9	5.36	51.79	26.79	16.07
MISSOURI	74	63	4	21	45.68	38.89	2.47	12.96
MONTANA	11	1	0	0	91.67	8.33	0.00	0.00
NEBRASKA	0	139	0	0	0.00	100.00	0.00	0.00
NEVADA	1	0	2	0	33.33	0.00	66.67	0.00
NEW HAMPSHIRE	18	5	2	0	72.00	20.00	8.00	0.00
NEW JERSEY	7	36	29	1	9.59	49.32	39.73	1.37
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	15	47	481	35	2.60	8.13	83.22	6.06
NORTH CAROLINA	24	21	31	13	26.97	23.60	34.83	14.61
NORTH DAKOTA	0	33	16	0	0.00	67.35	32.65	0.00
OHIO	10	36	88	6	7.14	25.71	62.86	4.29
OKLAHOMA	18	32	4	15	26.09	46.38	5.80	21.74
OREGON	50	9	10	2	70.42	12.68	14.08	2.82
PENNSYLVANIA	56	33	76	18	30.60	18.03	41.53	9.84
PUERTO RICO	0	50	158	0	0.00	24.04	75.96	0.00
RHODE ISLAND	38	0	1	0	97.44	0.00	2.56	0.00
SOUTH CAROLINA	16	18	11	19	25.00	28.12	17.19	29.69
SOUTH DAKOTA	2	21	6	0	6.90	72.41	20.69	0.00
TENNESSEE	33	92	2	18	22.76	63.45	1.38	12.41
TEXAS	102	343	86	88	16.48	55.41	13.89	14.22
UTAH	6	13	10	0	20.69	44.83	34.48	0.00
VERMONT	10	16	7	7	25.00	40.00	17.50	17.50
VIRGINIA	34	64	0	9	31.78	59.81	0.00	8.41
WASHINGTON	9	0	5	2	56.25	0.00	31.25	12.50
WEST VIRGINIA	15	10	23	32	18.75	12.50	28.75	40.00
WISCONSIN	0	143	0	0	0.00	100.00	0.00	0.00
WYOMING	8	1	2	0	72.73	9.09	18.18	0.00
AMERICAN SAMOA	0	0	0	0	-	-	-	-
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	10	0	0	0	100.00	0.00	0.00	0.00
U.S. AND TERRITORIES	1,314	4,164	2,122	535	16.15	51.19	26.08	6.58

(Continued)

Table 3C2

NUMBER AND PERCENT OF CHILDREN 3 - 5 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1981-1982

STATE	VISUALLY HANDICAPPED NUMBER				VISUALLY HANDICAPPED PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	0	1	11	1	0.00	7.69	84.62	7.69
ALASKA	3	3	2	0	37.50	37.50	25.00	0.00
ARIZONA	24	2	17	1	54.55	4.55	38.64	2.27
ARKANSAS	3	0	11	0	21.43	0.00	78.57	0.00
CALIFORNIA	68	72	4	0	47.22	50.00	2.78	0.00
COLORADO	9	3	2	1	60.00	20.00	13.33	6.67
CONNECTICUT	12	11	8	1	37.50	34.37	25.00	3.13
DELAWARE	25	5	0	0	83.33	16.67	0.00	0.00
DISTRICT OF COLUMBIA	1	1	0	0	50.00	50.00	0.00	0.00
FLORIDA	39	29	17	0	45.88	34.12	20.00	0.00
GEORGIA	32	7	7	6	61.54	13.46	13.46	11.54
HAWAII	1	5	0	0	16.67	83.33	0.00	0.00
IDAHO	3	4	21	0	10.71	14.29	75.00	0.00
ILLINOIS	3	47	14	1	4.62	72.31	21.54	1.54
INDIANA	7	0	23	0	23.33	0.00	76.67	0.00
IOWA	6	16	0	8	20.00	53.33	0.00	26.67
KANSAS	20	27	0	0	42.55	57.45	0.00	0.00
KENTUCKY	5	2	7	0	35.71	14.29	50.00	0.00
LOUISIANA	6	2	8	0	37.50	12.50	50.00	0.00
MAINE	17	11	0	7	48.57	31.43	0.00	20.00
MARYLAND	21	1	15	0	56.76	2.70	40.54	0.00
MASSACHUSETTS	14	21	1	0	38.89	58.33	2.78	0.00
MICHIGAN	22	73	1	3	22.22	73.74	1.01	3.03
MINNESOTA	20	31	2	0	37.74	58.49	3.77	0.00
MISSISSIPPI	0	0	4	1	0.00	0.00	80.00	20.00
MISSOURI	51	11	15	7	60.71	13.10	17.86	8.33
MONTANA	7	1	0	0	87.50	12.50	0.00	0.00
NEBRASKA	8	5	0	0	61.54	38.46	0.00	0.00
NEVADA	7	4	0	0	63.64	36.36	0.00	0.00
NEW HAMPSHIRE	7	2	1	0	70.00	20.00	10.00	0.00
NEW JERSEY	1	9	1	80	1.10	9.89	1.10	87.91
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	16	8	31	0	29.09	14.55	56.36	0.00
NORTH CAROLINA	5	2	3	4	35.71	14.29	21.43	28.57
NORTH DAKOTA	3	5	3	0	27.27	45.45	27.27	0.00
OHIO	2	31	12	0	4.44	68.89	26.67	0.00
OKLAHOMA	6	11	1	16	17.65	32.35	2.94	47.06
OREGON	48	0	6	0	88.89	0.00	11.11	0.00
PENNSYLVANIA	53	3	20	16	57.61	3.26	21.74	17.39
PUERTO RICO	0	30	3	0	0.00	90.91	9.09	0.00
RHODE ISLAND	7	0	0	0	100.00	0.00	0.00	0.00
SOUTH CAROLINA	8	2	4	0	57.14	14.29	28.57	0.00
SOUTH DAKOTA	1	6	1	0	12.50	75.00	12.50	0.00
TENNESSEE	22	18	0	3	51.16	41.86	0.00	6.98
TEXAS	27	193	71	8	9.03	64.53	23.75	2.68
UTAH	7	0	0	0	100.00	0.00	0.00	0.00
VERMONT	5	4	1	4	35.71	28.57	7.14	28.57
VIRGINIA	64	15	0	7	74.42	17.44	0.00	8.14
WASHINGTON	3	2	0	1	50.00	33.33	0.00	16.67
WEST VIRGINIA	11	1	11	2	44.00	4.00	44.00	8.00
WISCONSIN	14	4	10	0	50.00	14.29	35.71	0.00
WYOMING	2	0	0	0	100.00	0.00	0.00	0.00
AMERICAN SAMOA	0	0	0	0	-	-	-	-
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	3	0	0	0	100.00	0.00	0.00	0.00
U.S. AND TERRITORIES	749	741	369	178	36.77	36.38	18.11	8.74

(Continued)

Table 3C2

NUMBER AND PERCENT OF CHILDREN 3 - 5 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1981-1982

	DEAF-BLIND NUMBER				DEAF-BLIND PERCENT			
STATE	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	0	0	0	4	0.00	0.00	0.00	100.00
ALASKA	0	0	2	0	0.00	0.00	100.00	0.00
ARIZONA	0	0	2	0	0.00	0.00	100.00	0.00
ARKANSAS	0	3	0	0	0.00	100.00	0.00	0.00
CALIFORNIA	0	15	0	0	0.00	100.00	0.00	0.00
COLORADO	0	3	5	0	0.00	37.50	62.50	0.00
CONNECTICUT	-	-	-	-	-	-	-	-
DELAWARE	0	0	16	0	0.00	0.00	100.00	0.00
DISTRICT OF COLUMBIA	2	0	1	0	66.67	0.00	33.33	0.00
FLORIDA	0	2	6	0	0.00	25.00	75.00	0.00
GEORGIA	5	1	2	0	62.50	12.50	25.00	0.00
HAWAII	0	0	0	0	-	-	-	-
IDAHO	0	0	4	0	0.00	0.00	100.00	0.00
ILLINOIS	0	3	3	0	0.00	50.00	50.00	0.00
INDIANA	0	0	2	0	0.00	0.00	100.00	0.00
IOWA	0	0	0	0	-	-	-	-
KANSAS	0	49	0	0	0.00	100.00	0.00	0.00
KENTUCKY	0	1	0	2	0.00	33.33	0.00	66.67
LOUISIANA	0	0	0	0	-	-	-	-
MAINE	6	3	0	0	66.67	33.33	0.00	0.00
MARYLAND	0	0	3	0	0.00	0.00	100.00	0.00
MASSACHUSETTS	2	3	0	0	40.00	60.00	0.00	0.00
MICHIGAN	-	-	-	-	-	-	-	-
MINNESOTA	2	3	2	0	28.57	42.86	28.57	0.00
MISSISSIPPI	0	0	0	0	-	-	-	-
MISSOURI	0	0	0	0	-	-	-	-
MONTANA	1	0	0	0	100.00	0.00	0.00	0.00
NEBRASKA	0	0	0	0	-	-	-	-
NEVADA	0	0	0	0	-	-	-	-
NEW HAMPSHIRE	0	0	0	0	-	-	-	-
NEW JERSEY	0	0	8	1	0.00	0.00	88.89	11.11
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	0	0	4	0	0.00	0.00	100.00	0.00
NORTH CAROLINA	1	0	0	0	100.00	0.00	0.00	0.00
NORTH DAKOTA	0	1	4	0	0.00	20.00	80.00	0.00
OHIO	0	5	0	0	0.00	100.00	0.00	0.00
OKLAHOMA	0	8	2	1	0.00	72.73	18.18	9.09
OREGON	0	0	2	0	0.00	0.00	100.00	0.00
PENNSYLVANIA	1	0	0	1	50.00	0.00	0.00	50.00
PUERTO RICO	0	0	2	0	0.00	0.00	100.00	0.00
RHODE ISLAND	0	0	0	0	-	-	-	-
SOUTH CAROLINA	0	0	0	0	-	-	-	-
SOUTH DAKOTA	0	1	0	0	0.00	100.00	0.00	0.00
TENNESSEE	0	1	0	0	0.00	100.00	0.00	0.00
TEXAS	11	21	48	3	13.25	25.30	57.83	3.61
UTAH	0	0	13	0	0.00	0.00	100.00	0.00
VERMONT	0	0	7	0	0.00	0.00	100.00	0.00
VIRGINIA	0	0	1	0	0.00	0.00	100.00	0.00
WASHINGTON	0	0	0	0	-	-	-	-
WEST VIRGINIA	0	0	0	0	-	-	-	-
WISCONSIN	0	5	0	0	0.00	100.00	0.00	0.00
WYOMING	0	0	0	0	-	-	-	-
AMERICAN SAMOA	0	0	0	0	-	-	-	-
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	1	0	0	0	100.00	0.00	0.00	0.00
U.S. AND TERRITORIES	32	128	139	12	10.29	41.16	44.69	3.86

(Continued)

Table 3C2

NUMBER AND PERCENT OF CHILDREN 3 - 5 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1981-1982

STATE	NON-CATEGORICAL NUMBER				NON-CATEGORICAL PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	0	0	0	0	-	-	-	-
ALASKA	0	0	0	0	-	-	-	-
ARIZONA	0	0	0	0	-	-	-	-
ARKANSAS	0	0	0	0	-	-	-	-
CALIFORNIA	0	0	0	0	-	-	-	-
COLORADO	0	0	0	0	-	-	-	-
CONNECTICUT	263	494	24	73	30.80	57.85	2.81	8.55
DELAWARE	0	0	0	0	-	-	-	-
DISTRICT OF COLUMBIA	0	2	0	0	0.00	100.00	0.00	0.00
FLORIDA	0	0	0	0	-	-	-	-
GEORGIA	0	0	0	0	-	-	-	-
HAWAII	4	117	0	0	3.31	96.69	0.00	0.00
IDAHO	0	0	0	0	-	-	-	-
ILLINOIS	0	0	0	0	-	-	-	-
INDIANA	0	0	0	0	-	-	-	-
IOWA	0	0	0	0	-	-	-	-
KANSAS	0	0	0	0	-	-	-	-
KENTUCKY	1	14	0	0	6.67	93.33	0.00	0.00
LOUISIANA	277	1,009	415	112	15.28	55.65	22.89	6.18
MAINE	0	0	0	0	-	-	-	-
MARYLAND	0	0	0	0	-	-	-	-
MASSACHUSETTS	0	0	0	0	-	-	-	-
MICHIGAN	0	0	0	0	-	-	-	-
MINNESOTA	0	0	0	0	-	-	-	-
MISSISSIPPI	0	0	0	0	-	-	-	-
MISSOURI	0	0	0	0	-	-	-	-
MONTANA	0	0	0	0	-	-	-	-
NEBRASKA	0	0	0	0	-	-	-	-
NEVADA	0	0	0	0	-	-	-	-
NEW HAMPSHIRE	0	0	0	0	-	-	-	-
NEW JERSEY	0	0	0	0	-	-	-	-
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	0	0	0	0	-	-	-	-
NORTH CAROLINA	0	0	0	0	-	-	-	-
NORTH DAKOTA	0	0	0	0	-	-	-	-
OHIO	0	0	0	0	-	-	-	-
OKLAHOMA	0	0	0	0	-	-	-	-
OREGON	0	0	0	0	-	-	-	-
PENNSYLVANIA	0	0	0	0	-	-	-	-
PUERTO RICO	0	0	0	0	-	-	-	-
RHODE ISLAND	0	0	0	0	-	-	-	-
SOUTH CAROLINA	0	1	0	0	0.00	100.00	0.00	0.00
SOUTH DAKOTA	0	0	0	0	-	-	-	-
TENNESSEE	0	0	0	0	-	-	-	-
TEXAS	0	0	0	0	-	-	-	-
UTAH	0	0	0	0	-	-	-	-
VERMONT	0	0	0	0	-	-	-	-
VIRGINIA	76	613	4	346	7.31	59.00	0.38	33.30
WASHINGTON	400	1,712	515	32	15.04	64.39	19.37	1.20
WEST VIRGINIA	0	0	0	0	-	-	-	-
WISCONSIN	0	3,710	0	0	0.00	100.00	0.00	0.00
WYOMING	2	0	0	0	100.00	0.00	0.00	0.00
AMERICAN SAMOA	0	0	0	0	-	-	-	-
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	0	0	0	0	-	-	-	-
U.S. AND TERRITORIES	1,023	7,672	958	563	10.01	75.10	9.38	5.51

Table 3C3

NUMBER AND PERCENT OF CHILDREN 6 - 17 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1981-1982

STATE	ALL CONDITIONS NUMBER				ALL CONDITIONS PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	40,503	20,644	681	498	64.99	33.12	1.09	0.80
ALASKA	8,073	1,236	87	7	85.86	13.14	0.93	0.07
ARIZONA	41,721	11,254	1,387	1,215	75.07	20.25	2.50	2.19
ARKANSAS	37,312	4,581	2,844	140	83.14	10.21	6.34	0.31
CALIFORNIA	229,150	91,778	3,880	0	70.55	28.26	1.19	0.00
COLORADO	41,594	8,355	1,115	1,184	79.61	15.99	2.13	2.27
CONNECTICUT	43,564	12,722	1,704	515	74.46	21.75	2.91	0.88
DELAWARE	5,202	4,347	1,746	11	46.01	38.45	15.44	0.10
DISTRICT OF COLUMBIA	2,505	2,561	1,563	136	37.03	37.86	23.10	2.01
FLORIDA	92,966	33,177	7,680	1,610	68.64	24.50	5.67	1.19
GEORGIA	95,619	21,571	1,955	1,836	79.04	17.83	1.62	1.52
HAWAII	1,933	9,693	363	0	16.12	80.85	3.03	0.00
IDAHO	10,677	4,663	424	51	67.51	29.48	2.68	0.32
ILLINOIS	143,168	57,875	18,094	942	65.05	26.30	8.22	0.43
INDIANA	61,269	26,073	731	0	69.57	29.60	0.83	0.00
IOWA	35,241	13,277	893	52	71.25	26.84	1.81	0.11
KANSAS	26,422	10,052	252	738	70.53	26.83	0.67	1.97
KENTUCKY	47,996	14,092	2,572	586	73.56	21.60	3.94	0.90
LOUISIANA	45,440	19,847	5,854	1,243	62.78	27.42	8.09	1.72
MAINE	20,763	771	815	467	91.00	3.38	3.57	2.05
MARYLAND	54,522	19,335	9,129	429	65.36	23.18	10.94	0.51
MASSACHUSETTS	96,090	17,340	4,833	960	80.60	14.54	4.05	0.81
MICHIGAN	83,958	41,614	2,530	185	65.45	32.44	1.97	0.14
MINNESOTA	56,610	8,577	2,263	236	83.64	12.67	3.34	0.35
MISSISSIPPI	37,074	6,806	430	157	83.37	15.31	0.97	0.35
MISSOURI	68,975	17,674	2,784	2,533	75.00	19.22	3.03	2.75
MONTANA	9,542	2,356	438	9	77.29	19.08	3.55	0.07
NEBRASKA	21,812	4,507	981	0	79.90	16.51	3.59	0.00
NEVADA	9,349	998	447	199	85.05	9.08	4.07	1.81
NEW HAMPSHIRE	9,772	2,594	832	43	73.80	19.59	6.28	0.32
NEW JERSEY	107,313	45,388	9,217	1,530	65.66	27.77	5.64	0.94
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	97,864	92,020	25,237	2,657	44.94	42.25	11.59	1.22
NORTH CAROLINA	98,362	16,451	3,914	2,198	81.34	13.60	3.24	1.82
NORTH DAKOTA	7,261	1,604	189	12	80.09	17.69	2.08	0.13
OHIO	120,793	56,880	12,033	1,607	63.14	29.73	6.29	0.84
OKLAHOMA	47,403	8,783	347	1,634	81.49	15.10	0.60	2.81
OREGON	36,163	3,263	779	385	89.09	8.04	1.92	0.95
PENNSYLVANIA	90,331	60,411	9,972	166	56.15	37.55	6.20	0.10
PUERTO RICO	6,595	6,917	3,542	2,027	34.56	36.25	18.56	10.62
RHODE ISLAND	14,234	3,096	597	298	78.10	16.99	3.28	1.64
SOUTH CAROLINA	53,170	13,009	2,229	870	76.75	18.78	3.22	1.26
SOUTH DAKOTA	8,109	980	317	46	85.79	10.37	3.35	0.49
TENNESSEE	75,696	11,100	1,421	1,348	84.52	12.39	1.59	1.51
TEXAS	195,192	31,858	9,109	5,428	80.80	13.19	3.77	2.25
UTAH	28,776	3,804	1,508	29	84.35	11.15	4.42	0.09
VERMONT	8,439	1,237	166	42	85.38	12.52	1.68	0.42
VIRGINIA	71,067	24,458	1,772	379	72.76	25.04	1.81	0.39
WASHINGTON	35,768	18,542	1,138	95	64.40	33.38	2.05	0.17
WEST VIRGINIA	27,738	5,901	1,261	598	78.16	16.63	3.55	1.68
WISCONSIN	31,359	26,919	614	340	52.94	45.45	1.04	0.57
WYOMING	6,491	977	170	0	84.98	12.79	2.23	0.00
AMERICAN SAMOA	114	0	61	0	65.14	0.00	34.86	0.00
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	3,230	815	215	0	75.82	19.13	5.05	0.00
U.S. AND TERRITORIES	2,650,290	924,785	165,115	37,661	70.15	24.48	4.37	1.00

(Continued)

Table 3C3

NUMBER AND PERCENT OF CHILDREN 6 - 17 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1981-1982

	LEARNING DISABLED NUMBER				LEARNING DISABLED PERCENT			
STATE	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	15,279	427	0	76	96.81	2.71	0.00	0.48
ALASKA	5,297	474	1	0	91.77	8.21	0.02	0.00
ARIZONA	24,705	3,843	38	0	86.42	13.44	0.13	0.00
ARKANSAS	17,799	747	102	6	95.42	4.00	0.55	0.03
CALIFORNIA	130,208	51,556	1,526	0	71.04	28.13	0.83	0.00
COLORADO	23,116	1,279	41	216	93.77	5.19	0.17	0.88
CONNECTICUT	23,250	4,041	157	46	84.56	14.70	0.57	0.17
DELAWARE	2,525	2,257	392	0	48.80	43.62	7.58	0.00
DISTRICT OF COLUMBIA	409	1,677	264	5	17.37	71.21	11.21	0.21
FLORIDA	43,929	10,131	470	0	80.56	18.58	0.86	0.00
GEORGIA	35,107	2,662	28	23	92.83	7.04	0.07	0.06
HAWAII	226	7,659	12	0	2.86	96.99	0.15	0.00
IDAHO	6,308	1,802	0	0	77.78	22.23	0.00	0.00
ILLINOIS	63,601	18,804	766	11	76.46	22.61	0.92	0.01
INDIANA	19,662	5,018	0	0	79.67	20.33	0.00	0.00
IOWA	18,766	2,534	0	4	88.09	11.89	0.00	0.02
KANSAS	12,682	2,304	22	5	84.47	15.35	0.15	0.03
KENTUCKY	12,090	1,871	21	28	86.30	13.35	0.15	0.20
LOUISIANA	18,876	6,621	1,344	21	70.27	24.65	5.00	0.08
MAINE	6,750	35	1	93	98.12	0.51	0.01	1.35
MARYLAND	33,886	11,672	1,423	1	72.13	24.84	3.03	0.00
MASSACHUSETTS	33,920	6,121	1,706	339	80.60	14.54	4.05	0.81
MICHIGAN	33,979	14,011	129	1	70.61	29.12	0.27	0.00
MINNESOTA	31,784	1,368	158	29	95.34	4.10	0.47	0.09
MISSISSIPPI	12,555	1,107	14	2	91.79	8.09	0.10	0.01
MISSOURI	30,871	3,438	14	643	88.29	9.83	0.04	1.84
MONTANA	5,184	961	6	0	84.28	15.62	0.10	0.00
NEBRASKA	10,417	1,251	36	0	89.00	10.69	0.31	0.00
NEVADA	6,086	323	0	0	94.96	5.04	0.00	0.00
NEW HAMPSHIRE	5,934	1,574	505	23	73.84	19.59	6.28	0.29
NEW JERSEY	36,058	21,182	1,145	103	61.65	36.22	1.96	0.18
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	51,056	12,237	4,094	62	75.70	18.14	6.07	0.09
NORTH CAROLINA	44,469	4,103	48	226	91.04	8.40	0.10	0.46
NORTH DAKOTA	3,906	52	0	0	98.69	1.31	0.00	0.00
OHIO	58,802	10,665	348	18	84.20	15.27	0.50	0.03
OKLAHOMA	26,232	1,112	7	97	95.57	4.05	0.03	0.35
OREGON	20,727	69	0	0	99.67	0.33	0.00	0.00
PENNSYLVANIA	31,889	19,040	1,618	20	60.66	36.22	3.08	0.04
PUERTO RICO	1,305	113	112	10	84.74	7.34	7.27	0.65
RHODE ISLAND	9,398	1,860	103	11	82.64	16.36	0.91	0.10
SOUTH CAROLINA	17,970	2,566	143	6	86.87	12.41	0.69	0.03
SOUTH DAKOTA	2,760	181	19	1	93.21	6.11	0.64	0.03
TENNESSEE	35,025	2,382	39	8	93.51	6.36	0.10	0.02
TEXAS	120,003	11,171	1,626	80	90.31	8.41	1.22	0.06
UTAH	12,369	796	11	3	93.85	6.04	0.08	0.02
VERMONT	3,846	49	9	0	98.51	1.26	0.23	0.00
VIRGINIA	28,537	8,519	248	4	76.49	22.83	0.66	0.01
WASHINGTON	20,112	8,666	72	7	69.70	30.03	0.25	0.02
WEST VIRGINIA	11,573	819	20	0	93.24	6.60	0.16	0.00
WISCONSIN	17,915	7,899	0	0	69.40	30.60	0.00	0.00
WYOMING	4,118	400	21	0	90.72	8.81	0.46	0.00
AMERICAN SAMOA	114	0	0	0	100.00	0.00	0.00	0.00
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	1,994	403	0	0	83.19	16.81	0.00	0.00
U.S. AND TERRITORIES	1,245,397	281,852	18,859	2,228	80.43	18.20	1.22	0.14

(Continued)

Table 3C3

NUMBER AND PERCENT OF CHILDREN 6 - 17 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1981-1982

STATE	SPEECH IMPAIRED NUMBER				SPEECH IMPAIRED PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	11,333	32	2	35	99.39	0.28	0.02	0.31
ALASKA	2,042	280	9	0	87.60	12.01	0.39	0.00
ARIZONA	10,807	39	0	0	99.64	0.36	0.00	0.00
ARKANSAS	7,879	455	141	3	92.93	5.37	1.66	0.04
CALIFORNIA	78,334	3,219	88	0	95.95	3.94	0.11	0.00
COLORADO	9,383	153	0	3	98.36	1.60	0.00	0.03
CONNECTICUT	11,480	442	43	5	95.91	3.69	0.36	0.04
DELAWARE	1,154	256	0	0	81.84	18.16	0.00	0.00
DISTRICT OF COLUMBIA	1,828	134	15	0	92.46	6.78	0.76	0.00
FLORIDA	38,028	393	37	0	98.88	1.02	0.10	0.00
GEORGIA	27,484	185	25	0	99.24	0.67	0.09	0.00
HAWAII	1,634	80	2	0	95.22	4.66	0.12	0.00
IDAHO	3,772	46	0	0	98.80	1.20	0.00	0.00
ILLINOIS	65,062	2,600	485	3	95.47	3.82	0.71	0.00
INDIANA	36,882	0	52	0	99.86	0.00	0.14	0.00
IOWA	11,601	77	0	4	99.31	0.66	0.00	0.03
KANSAS	10,195	0	0	0	100.00	0.00	0.00	0.00
KENTUCKY	19,040	2,128	7	9	89.88	10.05	0.03	0.04
LOUISIANA	23,250	293	6	10	98.69	1.24	0.03	0.04
MAINE	5,350	15	0	34	99.09	0.28	0.00	0.63
MARYLAND	17,577	3,332	393	46	82.34	15.61	1.84	0.22
MASSACHUSETTS	22,101	3,988	1,112	221	80.60	14.54	4.06	0.81
MICHIGAN	35,699	911	158	106	96.81	2.47	0.43	0.29
MINNESOTA	14,397	112	2	1	99.21	0.77	0.01	0.01
MISSISSIPPI	14,873	94	5	1	99.33	0.63	0.03	0.01
MISSOURI	25,927	1,128	17	507	94.01	4.09	0.06	1.84
MONTANA	3,334	20	0	0	99.40	0.60	0.00	0.00
NEBRASKA	7,674	0	0	0	100.00	0.00	0.00	0.00
NEVADA	2,417	97	0	0	96.14	3.86	0.00	0.00
NEW HAMPSHIRE	1,297	343	111	5	73.86	19.53	6.32	0.28
NEW JERSEY	63,552	5,193	563	71	91.60	7.48	0.81	0.10
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	33,257	714	666	0	96.02	2.06	1.92	0.00
NORTH CAROLINA	25,057	139	17	98	99.00	0.55	0.07	0.39
NORTH DAKOTA	2,852	0	0	0	100.00	0.00	0.00	0.00
OHIO	55,933	0	0	0	100.00	0.00	0.00	0.00
OKLAHOMA	15,056	83	16	717	94.86	0.52	0.10	4.52
OREGON	10,330	0	0	0	100.00	0.00	0.00	0.00
PENNSYLVANIA	49,671	6,002	49	13	89.12	10.77	0.09	0.02
PUERTO RICO	62	147	579	20	7.67	18.19	71.66	2.48
RHODE ISLAND	3,746	18	9	1	99.26	0.48	0.24	0.03
SOUTH CAROLINA	17,122	473	12	0	97.25	2.69	0.07	0.00
SOUTH DAKOTA	4,305	85	11	0	97.82	1.93	0.25	0.00
TENNESSEE	25,710	113	11	10	99.48	0.44	0.04	0.04
TEXAS	51,662	287	22	3	99.46	0.49	0.04	0.01
UTAH	6,661	1	0	0	99.98	0.02	0.00	0.00
VERMONT	1,990	9	0	0	99.55	0.45	0.00	0.00
VIRGINIA	33,414	258	1	1	99.23	0.77	0.00	0.00
WASHINGTON	10,315	349	12	31	96.34	3.26	0.11	0.29
WEST VIRGINIA	10,258	0	0	0	100.00	0.00	0.00	0.00
WISCONSIN	11,732	0	0	0	100.00	0.00	0.00	0.00
WYOMING	1,246	20	15	0	97.27	1.56	1.17	0.00
AMERICAN SAMOA	0	0	0	0	-	-	-	-
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	722	0	0	0	100.00	0.00	0.00	0.00
U.S. AND TERRITORIES	956,487	34,713	4,693	1,958	95.85	3.48	0.47	0.20

(Continued)

Table 3C3

NUMBER AND PERCENT OF CHILDREN 6 - 17 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1981-1982

	MENTALLY RETARDED NUMBER				MENTALLY RETARDED PERCENT			
STATE	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	9,482	18,508	53	165	33.61	65.61	0.19	0.58
ALASKA	308	187	10	1	60.87	36.96	1.98	0.20
ARIZONA	1,867	4,148	169	0	30.19	67.08	2.73	0.00
ARKANSAS	10,772	2,943	1,371	3	71.39	19.50	9.09	0.02
CALIFORNIA	696	19,659	201	0	3.39	95.64	0.98	0.00
COLORADO	1,484	2,597	411	464	29.94	52.40	8.29	9.36
CONNECTICUT	892	3,754	272	46	17.97	75.62	5.48	0.93
DELAWARE	404	767	509	2	24.02	45.60	30.26	0.12
DISTRICT OF COLUMBIA	150	442	598	3	12.59	37.11	50.04	0.25
FLORIDA	1,820	15,639	4,390	1	8.33	71.57	20.09	0.00
GEORGIA	14,457	12,804	604	162	51.58	45.68	2.16	0.58
HAWAII	10	1,193	54	0	0.80	94.91	4.30	0.00
IDAHO	116	2,351	139	0	4.45	90.21	5.33	0.00
ILLINOIS	2,949	23,759	6,000	7	9.01	72.62	18.34	0.02
INDIANA	3,352	18,371	1	0	15.43	84.57	0.00	0.00
IOWA	2,386	7,432	412	7	23.31	72.60	4.02	0.07
KANSAS	491	5,185	68	144	8.34	88.06	1.15	2.45
KENTUCKY	8,966	7,454	719	57	52.14	43.35	4.18	0.33
LOUISIANA	1,745	8,664	2,677	138	13.20	65.52	20.24	1.04
MAINE	4,261	312	390	70	84.66	6.20	7.75	1.39
MARYLAND	1,115	3,127	2,764	7	15.90	44.59	39.41	0.10
MASSACHUSETTS	20,371	3,676	1,025	203	80.60	14.54	4.06	0.80
MICHIGAN	2,967	16,574	592	20	14.72	82.24	2.94	0.10
MINNESOTA	6,069	5,046	756	18	51.05	42.44	6.36	0.15
MISSISSIPPI	9,100	5,219	332	57	61.87	35.48	2.26	0.39
MISSOURI	5,147	9,860	2,198	491	29.09	55.72	12.42	2.77
MONTANA	263	903	59	0	21.47	73.71	4.82	0.00
NEBRASKA	3,078	1,471	581	0	60.00	28.67	11.33	0.00
NEVADA	301	330	265	1	33.56	36.79	29.54	0.11
NEW HAMPSHIRE	1,084	288	92	5	73.79	19.61	6.26	0.34
NEW JERSEY	1,193	8,474	2,159	99	10.00	71.06	18.10	0.83
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	2,536	19,152	4,129	46	9.81	74.05	15.96	0.18
NORTH CAROLINA	23,746	8,968	2,023	200	67.97	25.67	5.79	0.57
NORTH DAKOTA	102	1,384	78	0	6.52	88.49	4.99	0.00
OHIO	4,285	39,535	8,186	33	8.23	75.97	15.73	0.06
OKLAHOMA	5,004	6,289	125	367	42.46	53.36	1.06	3.11
OREGON	1,089	2,948	27	4	26.77	72.47	0.66	0.10
PENNSYLVANIA	3,009	27,398	4,504	96	8.60	78.26	12.87	0.27
PUERTO RICO	4,647	5,082	1,525	235	40.45	44.23	13.27	2.05
RHODE ISLAND	180	772	120	3	16.74	71.81	11.16	0.28
SOUTH CAROLINA	12,601	7,254	1,214	39	59.70	34.37	5.75	0.18
SOUTH DAKOTA	516	490	29	2	49.76	47.25	2.80	0.19
TENNESSEE	11,394	6,313	330	40	63.03	34.92	1.83	0.22
TEXAS	7,821	10,438	2,601	138	37.25	49.71	12.39	0.66
UTAH	765	1,538	153	1	31.14	62.60	6.23	0.04
VERMONT	1,439	997	13	0	58.76	40.71	0.53	0.00
VIRGINIA	4,507	10,700	126	25	29.35	69.67	0.82	0.16
WASHINGTON	1,950	5,208	604	4	25.11	67.06	7.78	0.05
WEST VIRGINIA	4,634	4,361	829	7	47.14	44.36	8.43	0.07
WISCONSIN	88	10,373	261	0	0.82	96.75	2.43	0.00
WYOMING	295	333	67	0	42.45	47.91	9.64	0.00
AMERICAN SAMOA	0	0	45	0	0.00	0.00	100.00	0.00
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	234	274	137	0	36.28	42.48	21.24	0.00
U.S. AND TERRITORIES	208,138	380,944	56,995	3,411	32.05	58.65	8.78	0.53

(Continued)

Table 3C3

NUMBER AND PERCENT OF CHILDREN 6 - 17 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1981-1982

	EMOTIONALLY DISTURBED NUMBER				EMOTIONALLY DISTURBED PERCENT			
STATE	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	3,825	674	160	23	81.70	14.40	3.42	0.49
ALASKA	130	131	27	6	44.22	44.56	9.18	2.04
ARIZONA	3,300	2.532	567	0	51.57	39.57	8.86	0.00
ARKANSAS	212	215	134	7	37.32	37.85	23.59	1.23
CALIFORNIA	991	5.477	1,735	0	12.08	66.77	21.15	0.00
COLORADO	6.067	3.158	195	258	62.69	32.63	2.01	2.67
CONNECTICUT	6,222	3,651	912	283	56.22	32.99	8.24	2.56
DELAWARE	952	1,041	428	4	39.26	42.93	17.65	0.16
DISTRICT OF COLUMBIA	34	192	395	18	5.32	30.05	61.82	2.82
FLORIDA	8.183	4,581	1,648	119	56.31	31.53	11.34	0.82
GEORGIA	15,772	4.905	634	267	73.09	22.73	2.94	1.24
HAWAII	11	337	34	0	2.88	88.22	8.90	0.00
IDAHO	292	171	3	12	61.09	35.77	0.63	2.51
ILLINOIS	8,465	9.145	8.229	50	32.70	35.32	31.79	0.19
INDIANA	741	1,427	15	0	33.94	65.37	0.69	0.00
IOWA	1,680	2.309	110	10	40.89	56.19	2.68	0.24
KANSAS	1,713	2.138	128	63	42.38	52.89	3.17	1.56
KENTUCKY	722	597	683	122	33.99	28.11	32.16	5.74
LOUISIANA	657	2.981	903	48	14.32	64.96	19.68	1.05
MAINE	3,310	151	200	63	88.88	4.05	5.37	1.69
MARYLAND	493	681	1,838	97	15.86	21.90	59.12	3.12
MASSACHUSETTS	13,164	2,376	662	131	80.60	14.55	4.05	0.80
MICHIGAN	8.708	7,469	1,358	18	49.61	42.55	7.74	0.10
MINNESOTA	1,985	1,482	969	109	43.67	32.61	21.32	2.40
MISSISSIPPI	203	143	28	9	53.00	37.34	7.31	2.35
MISSOURI	4,163	2.419	201	451	57.55	33.44	2.78	6.23
MONTANA	278	161	70	0	54.44	31.76	13.81	0.00
NEBRASKA	321	1,205	80	0	19.99	75.03	4.98	0.00
NEVADA	279	165	9	0	61.59	36.42	1.99	0.00
NEW HAMPSHIRE	870	230	74	3	73.92	19.54	6.29	0.25
NEW JERSEY	3,868	7,007	3,424	264	26.56	48.12	23.51	1.81
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	5,526	28,772	9.552	596	12.43	64.73	21.49	1.34
NORTH CAROLINA	2.577	1,931	382	763	45.59	34.16	6.75	13.50
NORTH DAKOTA	197	91	4	0	67.47	31.16	1.37	0.00
OHIO	450	2,618	2,433	232	7.85	45.67	42.44	4.05
OKLAHOMA	276	534	14	107	29.65	57.36	1.50	11.49
OREGON	1,809	106	70	295	79.34	4.65	3.07	12.94
PENNSYLVANIA	3,024	6,510	2,330	15	25.46	54.80	19.61	0.13
PUERTO RICO	157	356	213	18	21.10	47.85	28.63	2.42
RHODE ISLAND	635	355	185	37	52.39	29.29	15.26	3.05
SOUTH CAROLINA	4,108	1,971	164	437	61.50	29.51	2.46	6.54
SOUTH DAKOTA	98	125	35	3	37.55	47.89	13.41	1.15
TENNESSEE	1,098	658	493	52	47.67	28.62	21.44	2.26
TEXAS	5.510	3.657	2.438	1,761	41.22	27.36	18.24	13.18
UTAH	8.505	1.201	221	15	85.55	12.08	2.22	0.15
VERMONT	270	34	58	42	66.83	8.42	14.36	10.40
VIRGINIA	2.594	3.247	942	268	36.79	46.05	13.36	3.80
WASHINGTON	2,049	1,980	203	21	48.18	46.56	4.77	0.49
WEST VIRGINIA	561	446	156	10	47.83	38.02	13.30	0.85
WISCONSIN	1,522	7,022	0	0	17.81	82.19	0.00	0.00
WYOMING	350	155	50	0	63.06	27.93	9.01	0.00
AMERICAN SAMOA	0	0	0	0	-	-	-	-
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	109	63	41	0	51.17	29.58	19.25	0.00
U.S. AND TERRITORIES	139.032	130,983	45,837	7,107	43.05	40.56	14.19	2.20

(Continued)

Table 3C3

NUMBER AND PERCENT OF CHILDREN 6 - 17 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1981-1982

STATE	OTHER HEALTH IMPAIRED NUMBER REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	OTHER HEALTH IMPAIRED PERCENT REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	45	23	2	106	25.57	13.07	1.14	60.23
ALASKA	18	5	12	0	51.43	14.29	34.29	0.00
ARIZONA	0	0	0	1,215	0.00	0.00	0.00	100.00
ARKANSAS	55	8	62	51	31.25	4.55	35.23	28.98
CALIFORNIA	12,861	1,206	59	0	91.04	8.54	0.42	0.00
COLORADO	0	0	0	0	-	-	-	-
CONNECTICUT	402	265	107	102	45.89	30.25	12.21	11.64
DELAWARE	6	4	4	5	31.58	21.05	21.05	26.32
DISTRICT OF COLUMBIA	0	2	47	74	0.00	1.63	38.21	60.16
FLORIDA	18	131	136	1,489	1.01	7.38	7.67	83.93
GEORGIA	894	96	5	1,256	39.72	4.26	0.22	55.80
HAWAII	0	0	38	0	0.00	0.00	100.00	0.00
IDAHO	15	129	0	39	8.20	70.49	0.00	21.31
ILLINOIS	636	204	160	319	48.22	15.47	12.13	24.18
INDIANA	0	21	7	0	0.00	75.00	25.00	0.00
IOWA	0	0	4	0	0.00	0.00	100.00	0.00
KANSAS	0	0	0	0	-	-	-	-
KENTUCKY	54	50	122	190	12.98	12.02	29.33	45.67
LOUISIANA	368	184	19	945	24.27	12.14	1.25	62.34
MAINE	100	22	39	66	44.05	9.69	17.18	29.07
MARYLAND	119	22	35	180	33.43	6.18	9.83	50.56
MASSACHUSETTS	1,345	243	68	13	80.59	14.56	4.07	0.78
MICHIGAN	-	-	-	-	-	-	-	-
MINNESOTA	625	79	21	46	81.06	10.25	2.72	5.97
MISSISSIPPI	0	0	0	0	-	-	-	-
MISSOURI	1,002	44	21	137	83.22	3.65	1.74	11.38
MONTANA	86	5	1	4	89.58	5.21	1.04	4.17
NEBRASKA	0	0	0	0	-	-	-	-
NEVADA	0	0	0	0	-	-	-	-
NEW HAMPSHIRE	129	34	11	2	73.30	19.32	6.25	1.14
NEW JERSEY	400	405	8	831	24.33	24.64	0.49	50.55
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	1,876	27,544	1,165	303	6.07	89.17	3.77	0.98
NORTH CAROLINA	542	269	37	646	36.28	18.01	2.48	43.24
NORTH DAKOTA	16	8	0	12	44.44	22.22	0.00	33.33
OHIO	-	-	-	-	-	-	-	-
OKLAHOMA	184	12	12	84	63.01	4.11	4.11	28.77
OREGON	355	1	10	18	92.45	0.26	2.60	4.69
PENNSYLVANIA	0	0	0	0	-	-	-	-
PUERTO RICO	13	73	300	110	2.62	14.72	60.48	22.18
RHODE ISLAND	27	6	4	243	9.64	2.14	1.43	86.79
SOUTH CAROLINA	8	6	43	3	13.33	10.00	71.67	5.00
SOUTH DAKOTA	13	1	1	35	26.00	2.00	2.00	70.00
TENNESSEE	84	17	3	932	8.11	1.64	0.29	89.96
TEXAS	1,071	760	152	1,681	29.23	20.74	4.15	45.88
UTAH	58	40	33	5	42.65	29.41	24.26	3.68
VERMONT	125	8	3	0	91.91	5.88	2.21	0.00
VIRGINIA	147	119	14	30	47.42	38.39	4.52	9.68
WASHINGTON	465	709	43	15	37.74	57.55	3.49	1.22
WEST VIRGINIA	217	21	12	570	26.46	2.56	1.46	69.51
WISCONSIN	0	0	0	340	0.00	0.00	0.00	100.00
WYOMING	67	13	3	0	80.72	15.66	3.61	0.00
AMERICAN SAMOA	0	0	0	0	-	-	-	-
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	12	5	0	0	70.59	29.41	0.00	0.00
U.S. AND TERRITORIES	24,458	32,794	2,821	12,097	33.89	45.44	3.91	16.76

(Continued)

Table 3C3

NUMBER AND PERCENT OF CHILDREN 6 - 17 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1981-1982

	MULTIHANDICAPPED				MULTIHANDICAPPED			
	NUMBER				PERCENT			
STATE	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	18	581	2	41	2.80	90.50	0.31	6.39
ALASKA	52	42	20	0	45.61	36.84	17.54	0.00
ARIZONA	116	434	203	0	15.41	57.64	26.96	0.00
ARKANSAS	115	85	430	19	17.72	13.10	66.26	2.93
CALIFORNIA	813	3,129	240	0	19.44	74.82	5.74	0.00
COLORADO	295	757	77	13	25.83	66.29	6.74	1.14
CONNECTICUT	-	-	-	-	-	-	-	-
DELAWARE	0	0	9	0	0.00	0.00	100.00	0.00
DISTRICT OF COLUMBIA	0	9	118	14	0.00	6.38	83.69	9.93
FLORIDA	0	0	0	0	-	-	-	-
GEORGIA	256	426	67	11	33.68	56.05	8.82	1.45
HAWAII	0	108	14	0	0.00	88.52	11.48	0.00
IDAHO	0	31	63	0	0.00	32.98	67.02	0.00
ILLINOIS	75	318	293	7	10.82	45.89	42.28	1.01
INDIANA	0	529	57	0	0.00	90.27	9.73	0.00
IOWA	3	439	45	1	0.61	89.96	9.22	0.20
KANSAS	0	0	0	0	-	-	-	-
KENTUCKY	51	1	237	41	15.45	0.30	71.82	12.42
LOUISIANA	16	273	380	21	2.32	39.57	55.07	3.04
MAINE	477	151	60	27	66.71	21.12	8.39	3.78
MARYLAND	179	213	1,640	3	8.80	10.47	80.59	0.15
MASSACHUSETTS	2,114	381	106	21	80.63	14.53	4.04	0.80
MICHIGAN	18	812	211	14	1.71	76.97	20.00	1.33
MINNESOTA	0	0	0	0	-	-	-	-
MISSISSIPPI	31	78	22	6	22.63	56.93	16.06	4.38
MISSOURI	0	0	0	0	-	-	-	-
MONTANA	244	258	23	0	46.48	49.14	4.38	0.00
NEBRASKA	0	180	50	0	0.00	78.26	21.74	0.00
NEVADA	21	16	130	3	12.35	9.41	76.47	1.76
NEW HAMPSHIRE	106	28	9	4	72.11	19.05	6.12	2.72
NEW JERSEY	719	1,768	667	23	22.63	55.65	20.99	0.72
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	161	1,518	2,549	41	3.77	35.56	59.71	0.96
NORTH CAROLINA	212	457	162	122	22.25	47.95	17.00	12.80
NORTH DAKOTA	0	0	0	0	-	-	-	-
OHIO	48	1,461	252	16	2.70	82.22	14.18	0.90
OKLAHOMA	56	347	106	112	9.02	55.88	17.07	18.04
OREGON	0	0	0	30	0.00	0.00	0.00	100.00
PENNSYLVANIA	0	0	5	0	0.00	0.00	100.00	0.00
PUERTO RICO	141	463	263	1,502	5.95	19.54	11.10	63.40
RHODE ISLAND	17	27	40	0	20.24	32.14	47.62	0.00
SOUTH CAROLINA	121	70	152	67	29.51	17.07	37.07	16.34
SOUTH DAKOTA	78	85	80	3	31.71	34.55	32.52	1.22
TENNESSEE	173	881	38	42	15.26	77.69	3.35	3.70
TEXAS	5,765	3,217	1,212	702	52.91	29.52	11.12	6.44
UTAH	15	125	1,060	4	1.25	10.38	88.04	0.33
VERMONT	292	114	2	0	71.57	27.94	0.49	0.00
VIRGINIA	277	904	219	39	19.25	62.82	15.22	2.71
WASHINGTON	46	700	176	5	4.96	75.51	18.99	0.54
WEST VIRGINIA	20	27	9	0	35.71	48.21	16.07	0.00
WISCONSIN	0	315	0	0	0.00	100.00	0.00	0.00
WYOMING	0	0	0	0	-	-	-	-
AMERICAN SAMOA	0	0	1	0	0.00	0.00	100.00	0.00
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	53	64	29	0	36.30	43.84	19.86	0.00
U.S. AND TERRITORIES	13,194	21,822	11,528	2,954	26.66	44.09	23.29	5.97

(Continued)

Table 3C3

NUMBER AND PERCENT OF CHILDREN 6 - 17 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1981-1982

STATE	HARD OF HEARING & DEAF NUMBER REGULAR CLASSES				HARD OF HEARING & DEAF PERCENT REGULAR CLASSES			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	251	237	319	15	30.54	28.83	38.81	1.82
ALASKA	117	60	0	0	66.10	33.90	0.00	0.00
ARIZONA	472	113	297	0	53.51	12.81	33.67	0.00
ARKANSAS	293	51	301	20	44.06	7.67	45.26	3.01
CALIFORNIA	1,361	3,697	22	0	26.79	72.78	0.43	0.00
COLORADO	608	238	169	4	59.67	23.36	16.58	0.39
CONNECTICUT	432	219	138	5	54.41	27.58	17.38	0.63
DELAWARE	17	10	220	0	6.88	4.05	89.07	0.00
DISTRICT OF COLUMBIA	62	29	15	0	58.49	27.36	14.15	0.00
FLORIDA	87	1,131	542	1	4.94	64.22	30.78	0.06
GEORGIA	979	385	463	99	50.83	19.99	24.04	5.14
HAWAII	18	174	66	0	6.98	67.44	25.58	0.00
IDAHO	16	98	173	0	5.57	34.15	60.28	0.00
ILLINOIS	1,221	1,675	434	1	36.66	50.29	13.03	0.03
INDIANA	235	407	439	0	21.74	37.65	40.61	0.00
IOWA	351	300	255	3	38.61	33.00	28.05	0.33
KANSAS	948	133	21	1	85.95	12.06	1.90	0.09
KENTUCKY	222	172	553	8	23.25	18.01	57.91	0.84
LOUISIANA	166	518	126	12	20.19	63.02	15.33	1.46
MAINE	260	29	93	18	65.00	7.25	23.25	4.50
MARYLAND	655	194	543	0	47.05	13.94	39.01	0.00
MASSACHUSETTS	1,346	243	67	14	80.60	14.55	4.01	0.84
MICHIGAN	917	1,567	12	2	36.71	62.73	0.48	0.08
MINNESOTA	759	257	238	0	60.53	20.49	18.98	0.00
MISSISSIPPI	138	119	13	0	51.11	44.07	4.81	0.00
MISSOURI	999	292	198	111	62.44	18.25	12.37	6.94
MONTANA	73	26	134	0	31.33	11.16	57.51	0.00
NEBRASKA	55	218	188	0	11.93	47.29	40.78	0.00
NEVADA	84	61	1	1	57.14	41.50	0.68	0.68
NEW HAMPSHIRE	178	47	15	0	74.17	19.58	6.25	0.00
NEW JERSEY	440	856	616	11	22.88	44.51	32.03	0.57
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	1,704	556	1,687	5	43.12	14.07	42.69	0.13
NORTH CAROLINA	928	277	860	2	44.90	13.40	41.61	0.10
NORTH DAKOTA	72	45	58	0	41.14	25.71	33.14	0.00
OHIO	463	1,217	286	10	23.43	61.59	14.47	0.51
OKLAHOMA	353	276	51	15	50.79	39.71	7.34	2.16
OREGON	816	96	524	0	56.82	6.69	36.49	0.00
PENNSYLVANIA	1,690	843	623	6	53.45	26.66	19.70	0.19
PUERTO RICO	111	617	221	25	11.40	63.35	22.69	2.57
RHODE ISLAND	69	15	92	0	39.20	8.52	52.27	0.00
SOUTH CAROLINA	554	357	310	1	45.34	29.21	25.37	0.08
SOUTH DAKOTA	293	8	68	0	79.40	2.17	18.43	0.00
TENNESSEE	1,342	444	353	2	62.68	20.74	16.49	0.09
TEXAS	1,650	1,722	674	128	39.53	41.26	16.15	3.07
UTAH	191	29	2	0	86.04	13.06	0.90	0.00
VERMONT	177	15	72	0	67.05	5.68	27.27	0.00
VIRGINIA	761	398	152	0	58.05	30.36	11.59	0.00
WASHINGTON	292	572	3	0	33.68	65.97	0.35	0.00
WEST VIRGINIA	183	107	136	0	42.96	25.12	31.92	0.00
WISCONSIN	23	581	238	0	2.73	69.00	28.27	0.00
WYOMING	49	9	1	0	83.05	15.25	1.69	0.00
AMERICAN SAMOA	0	0	10	0	0.00	0.00	100.00	0.00
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	87	0	8	0	91.58	0.00	8.42	0.00
U.S. AND TERRITORIES	25,568	21,740	13,100	520	41.96	35.68	21.50	0.85

(Continued)

Table 3C3

NUMBER AND PERCENT OF CHILDREN 6 - 17 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1981-1982

	ORTHOPEDICALLY IMPAIRED NUMBER				ORTHOPEDICALLY IMPAIRED PERCENT			
STATE	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	124	108	0	32	46.97	40.91	0.00	12.12
ALASKA	77	44	1	0	63.11	36.07	0.82	0.00
ARIZONA	218	137	19	0	58.29	36.63	5.08	0.00
ARKANSAS	72	61	183	23	21.24	17.99	53.98	6.78
CALIFORNIA	2,613	3,001	7	0	46.49	53.39	0.12	0.00
COLORADO	383	160	106	224	43.87	18.33	12.14	25.66
CONNECTICUT	228	144	31	22	53.65	33.88	7.29	5.18
DELAWARE	16	10	149	0	9.14	5.71	85.14	0.00
DISTRICT OF COLUMBIA	1	2	91	0	1.06	2.13	96.81	0.00
FLORIDA	442	1,010	238	0	26.15	59.76	14.08	0.00
GEORGIA	207	80	6	3	69.93	27.03	2.03	1.01
HAWAII	19	100	135	0	7.48	39.37	53.15	0.00
IDAHO	91	18	0	0	83.49	16.51	0.00	0.00
ILLINOIS	507	952	1,532	544	14.34	26.93	43.34	15.39
INDIANA	140	259	0	0	35.09	64.91	0.00	0.00
IOWA	334	159	6	23	63.98	30.46	1.15	4.41
KANSAS	140	91	1	520	18.62	12.10	0.13	69.15
KENTUCKY	219	151	43	127	40.56	27.96	7.96	23.52
LOUISIANA	124	62	147	25	34.64	17.32	41.06	6.98
MAINE	159	20	17	67	60.46	7.60	6.46	25.48
MARYLAND	204	67	296	89	31.10	10.21	45.12	13.57
MASSACHUSETTS	1,057	191	53	11	80.56	14.56	4.04	0.84
MICHIGAN	1,293	2	28	23	96.06	0.15	2.08	1.71
MINNESOTA	703	199	53	32	71.23	20.16	5.37	3.24
MISSISSIPPI	77	42	6	82	37.20	20.29	2.90	39.61
MISSOURI	495	421	25	139	45.83	38.98	2.31	12.87
MONTANA	50	14	0	5	72.46	20.29	0.00	7.25
NEBRASKA	174	182	0	0	48.88	51.12	0.00	0.00
NEVADA	111	6	42	191	31.71	1.71	12.00	54.57
NEW HAMPSHIRE	98	26	8	1	73.68	19.55	6.02	0.75
NEW JERSEY	344	341	425	25	30.31	30.04	37.44	2.20
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	678	1,212	1,027	1,600	15.01	26.83	22.74	35.42
NORTH CAROLINA	393	286	171	140	39.70	28.89	17.27	14.14
NORTH DAKOTA	82	17	24	0	66.67	13.82	19.51	0.00
OHIO	401	988	345	1,294	13.24	32.63	11.39	42.73
OKLAHOMA	112	101	11	31	43.92	39.61	4.31	12.16
OREGON	557	43	94	20	78.01	6.02	13.17	2.80
PENNSYLVANIA	109	413	626	12	9.40	35.60	53.97	1.03
PUERTO RICO	99	44	140	43	30.37	13.50	42.94	13.19
RHODE ISLAND	127	38	30	3	64.14	19.19	15.15	1.52
SOUTH CAROLINA	315	235	124	317	31.79	23.71	12.51	31.99
SOUTH DAKOTA	30	4	50	1	35.29	4.71	58.82	1.18
TENNESSEE	371	252	0	250	42.50	28.87	0.00	28.64
TEXAS	848	350	257	921	35.69	14.73	10.82	38.76
UTAH	115	74	4	1	59.28	38.14	2.06	0.52
VERMONT	201	10	3	0	93.93	4.67	1.40	0.00
VIRGINIA	241	264	4	11	46.35	50.77	0.77	2.12
WASHINGTON	367	268	21	10	55.11	40.24	3.15	1.50
WEST VIRGINIA	121	108	35	1	45.66	40.75	13.21	0.38
WISCONSIN	0	636	0	0	0.00	100.00	0.00	0.00
WYOMING	63	6	5	0	85.14	8.11	6.76	0.00
AMERICAN SAMOA	0	0	2	0	0.00	0.00	100.00	0.00
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	11	4	0	0	73.33	26.67	0.00	0.00
U.S. AND TERRITORIES	15,961	13,413	6,621	6,863	37.24	31.30	15.45	16.01

(Continued)

Table 3C3

NUMBER AND PERCENT OF CHILDREN 6 - 17 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1981-1982

	VISUALLY HANDICAPPED NUMBER				VISUALLY HANDICAPPED PERCENT			
STATE	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER EN-VIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER EN-VIRONMENTS
ALABAMA	141	45	106	3	47.80	15.25	35.93	1.02
ALASKA	24	8	0	0	75.00	25.00	0.00	0.00
ARIZONA	236	8	86	0	71.52	2.42	26.06	0.00
ARKANSAS	115	9	109	8	47.72	3.73	45.23	3.32
CALIFORNIA	1,264	702	2	0	64.23	35.67	0.10	0.00
COLORADO	256	6	67	1	77.58	1.82	20.30	0.30
CONNECTICUT	181	42	32	4	69.88	16.22	12.36	1.54
DELAWARE	128	2	0	0	98.46	1.54	0.00	0.00
DISTRICT OF COLUMBIA	18	41	2	0	29.51	67.21	3.28	0.00
FLORIDA	457	137	131	0	63.03	18.90	18.07	0.00
GEORGIA	462	20	83	10	80.35	3.48	14.43	1.74
HAWAII	15	23	4	0	35.71	54.76	9.52	0.00
IDAHO	69	17	36	0	56.56	13.93	29.51	0.00
ILLINOIS	645	411	139	0	53.97	34.39	11.63	0.00
INDIANA	257	29	158	0	57.88	6.53	35.59	0.00
IOWA	120	27	41	0	63.83	14.36	21.81	0.00
KANSAS	192	10	0	2	94.12	4.90	0.00	0.98
KENTUCKY	221	43	151	3	52.87	10.29	36.12	0.72
LOUISIANA	203	66	14	0	71.73	23.32	4.95	0.00
MAINE	93	29	15	29	56.02	17.47	9.04	17.47
MARYLAND	290	25	161	6	60.17	5.19	33.40	1.24
MASSACHUSETTS	576	104	29	6	80.56	14.55	4.06	0.84
MICHIGAN	377	268	42	1	54.80	38.95	6.10	0.15
MINNESOTA	284	33	37	1	80.00	9.30	10.42	0.28
MISSISSIPPI	96	2	6	0	92.31	1.92	5.77	0.00
MISSOURI	371	72	110	54	61.12	11.86	18.12	8.90
MONTANA	31	7	133	0	18.13	4.09	77.78	0.00
NEBRASKA	93	0	46	0	66.91	0.00	33.09	0.00
NEVADA	50	0	0	3	94.34	0.00	0.00	5.66
NEW HAMPSHIRE	76	19	7	0	74.51	18.63	6.86	0.00
NEW JERSEY	739	162	81	102	68.17	14.94	7.47	9.41
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	1,070	315	263	4	64.77	19.07	15.92	0.24
NORTH CAROLINA	418	18	184	1	67.31	2.90	29.63	0.16
NORTH DAKOTA	34	6	19	0	57.63	10.17	32.20	0.00
OHIO	405	294	165	4	46.66	33.87	19.01	0.46
OKLAHOMA	126	25	1	101	49.80	9.88	0.40	39.92
OREGON	466	0	46	0	91.02	0.00	8.98	0.00
PENNSYLVANIA	933	202	217	4	68.81	14.90	16.00	0.29
PUERTO RICO	60	21	118	12	28.44	9.95	55.92	5.69
RHODE ISLAND	35	4	7	0	76.09	8.70	15.22	0.00
SOUTH CAROLINA	371	69	61	0	74.05	13.77	12.18	0.00
SOUTH DAKOTA	14	0	20	1	40.00	0.00	57.14	2.86
TENNESSEE	498	39	152	12	71.04	5.56	21.68	1.71
TEXAS	850	257	66	11	71.79	21.71	5.57	0.93
UTAH	37	0	0	0	100.00	0.00	0.00	0.00
VERMONT	99	1	2	0	97.06	0.98	1.96	0.00
VIRGINIA	588	27	31	1	90.88	4.17	4.79	0.15
WASHINGTON	167	70	3	2	69.01	28.93	1.24	0.83
WEST VIRGINIA	171	12	64	0	69.23	4.86	25.91	0.00
WISCONSIN	79	62	115	0	30.86	24.22	44.92	0.00
WYOMING	27	2	0	0	93.10	6.90	0.00	0.00
AMERICAN SAMOA	0	0	1	0	0.00	0.00	100.00	0.00
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	8	2	0	0	80.00	20.00	0.00	0.00
U.S. AND TERRITORIES	14,596	3,793	3,363	386	65.93	17.13	15.19	1.74

(Continued)

Table 3C3

NUMBER AND PERCENT OF CHILDREN 6 - 17 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1981-1982

	DEAF-BLIND NUMBER				DEAF-BLIND PERCENT			
STATE	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	4	9	37	2	7.69	17.31	71.15	3.85
ALASKA	0	4	7	0	0.00	36.36	63.64	0.00
ARIZONA	0	0	8	0	0.00	0.00	100.00	0.00
ARKANSAS	0	7	11	0	0.00	38.89	61.11	0.00
CALIFORNIA	9	132	0	0	6.38	93.62	0.00	0.00
COLORADO	2	7	49	1	3.39	11.86	83.05	1.69
CONNECTICUT	-	-	-	-	-	-	-	-
DELAWARE	0	0	31	0	0.00	0.00	100.00	0.00
DISTRICT OF COLUMBIA	0	1	20	6	0.00	3.70	74.07	22.22
FLORIDA	2	24	88	0	1.75	21.05	77.19	0.00
GEORGIA	1	8	40	5	1.85	14.81	74.07	9.26
HAWAII	0	4	6	0	0.00	40.00	60.00	0.00
IDAHO	0	0	10	0	0.00	0.00	100.00	0.00
ILLINOIS	7	7	56	0	10.00	10.00	80.00	0.00
INDIANA	0	12	2	0	0.00	85.71	14.29	0.00
IOWA	0	0	20	0	0.00	0.00	100.00	0.00
KANSAS	61	191	12	3	22.85	71.54	4.49	1.12
KENTUCKY	7	402	36	1	1.57	90.13	8.07	0.22
LOUISIANA	0	16	25	0	0.00	39.02	60.98	0.00
MAINE	3	7	0	0	30.00	70.00	0.00	0.00
MARYLAND	4	2	36	0	9.52	4.76	85.71	0.00
MASSACHUSETTS	96	17	5	1	80.67	14.29	4.20	0.84
MICHIGAN	-	-	-	-	-	-	-	-
MINNESOTA	4	1	29	0	11.76	2.94	85.29	0.00
MISSISSIPPI	1	4	4	0	11.11	44.44	44.44	0.00
MISSOURI	0	0	0	0	-	-	-	-
MONTANA	1	1	12	0	7.14	7.14	85.71	0.00
NEBRASKA	0	0	0	0	-	-	-	-
NEVADA	0	0	0	0	-	-	-	-
NEW HAMPSHIRE	0	5	0	0	0.00	100.00	0.00	0.00
NEW JERSEY	0	0	129	1	0.00	0.00	99.23	0.77
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	0	0	105	0	0.00	0.00	100.00	0.00
NORTH CAROLINA	0	3	30	0	0.00	9.09	90.91	0.00
NORTH DAKOTA	0	1	6	0	0.00	14.29	85.71	0.00
OHIO	6	102	18	0	4.76	80.95	14.29	0.00
OKLAHOMA	4	4	4	3	26.67	26.67	26.67	20.00
OREGON	14	0	8	1	60.87	0.00	34.78	4.35
PENNSYLVANIA	6	3	0	0	66.67	33.33	0.00	0.00
PUERTO RICO	0	1	71	52	0.00	0.81	57.26	41.94
RHODE ISLAND	0	1	7	0	0.00	12.50	87.50	0.00
SOUTH CAROLINA	0	6	6	0	0.00	50.00	50.00	0.00
SOUTH DAKOTA	2	1	4	0	28.57	14.29	57.14	0.00
TENNESSEE	3	1	2	0	50.00	16.67	33.33	0.00
TEXAS	12	29	61	3	11.43	27.62	58.10	2.86
UTAH	0	0	24	0	0.00	0.00	100.00	0.00
VERMONT	0	0	4	0	0.00	0.00	100.00	0.00
VIRGINIA	1	22	35	0	1.72	37.93	60.34	0.00
WASHINGTON	5	18	1	0	20.83	75.00	4.17	0.00
WEST VIRGINIA	0	0	0	0	-	-	-	-
WISCONSIN	0	31	0	0	0.00	100.00	0.00	0.00
WYOMING	2	1	3	0	33.33	16.67	50.00	0.00
AMERICAN SAMOA	0	0	2	0	0.00	0.00	100.00	0.00
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	0	0	0	0	-	-	-	-
U.S. AND TERRITORIES	257	1,085	1,064	79	10.34	43.66	42.82	3.18

(Continued)

Table 3C3

NUMBER AND PERCENT OF CHILDREN 6 - 17 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1981-1982

STATE	NON-CATEGORICAL NUMBER: REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	NON-CATEGORICAL PERCENT: REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	1	0	0	0	100.00	0.00	0.00	0.00
ALASKA	8	1	0	0	88.89	11.11	0.00	0.00
ARIZONA	0	0	0	0	-	-	-	-
ARKANSAS	0	0	0	0	-	-	-	-
CALIFORNIA	0	0	0	0	-	-	-	-
COLORADO	0	0	0	0	-	-	-	-
CONNECTICUT	477	164	12	2	72.82	25.04	1.83	0.31
DELAWARE	0	0	4	0	0.00	0.00	100.00	0.00
DISTRICT OF COLUMBIA	3	32	0	16	5.88	62.75	0.00	31.37
FLORIDA	0	0	0	0	-	-	-	-
GEORGIA	0	0	0	0	-	-	-	-
HAWAII	0	15	0	0	0.00	100.00	0.00	0.00
IDAHO	0	0	0	0	-	-	-	-
ILLINOIS	0	0	0	0	-	-	-	-
INDIANA	0	0	0	0	-	-	-	-
IOWA	0	0	0	0	-	-	-	-
KANSAS	0	0	0	0	-	-	-	-
KENTUCKY	6,404	1,223	0	0	83.96	16.04	0.00	0.00
LOUISIANA	35	169	213	23	7.95	38.41	48.41	5.23
MAINE	0	0	0	0	-	-	-	-
MARYLAND	0	0	0	0	-	-	-	-
MASSACHUSETTS	0	0	0	0	-	-	-	-
MICHIGAN	0	0	0	0	-	-	-	-
MINNESOTA	0	0	0	0	-	-	-	-
MISSISSIPPI	0	0	0	0	-	-	-	-
MISSOURI	0	0	0	0	-	-	-	-
MONTANA	0	0	0	0	-	-	-	-
NEBRASKA	0	0	0	0	-	-	-	-
NEVADA	0	0	0	0	-	-	-	-
NEW HAMPSHIRE	0	0	0	0	-	-	-	-
NEW JERSEY	0	0	0	0	-	-	-	-
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	0	0	0	0	-	-	-	-
NORTH CAROLINA	0	0	0	0	-	-	-	-
NORTH DAKOTA	0	0	0	0	-	-	-	-
OHIO	0	0	0	0	-	-	-	-
OKLAHOMA	0	0	0	0	-	-	-	-
OREGON	0	0	0	17	0.00	0.00	0.00	100.00
PENNSYLVANIA	0	0	0	0	-	-	-	-
PUERTO RICO	0	0	0	0	-	-	-	-
RHODE ISLAND	0	0	0	0	-	-	-	-
SOUTH CAROLINA	0	2	0	0	0.00	100.00	0.00	0.00
SOUTH DAKOTA	0	0	0	0	-	-	-	-
TENNESSEE	0	0	0	0	-	-	-	-
TEXAS	0	0	0	0	-	-	-	-
UTAH	0	0	0	0	-	-	-	-
VERMONT	0	0	0	0	-	-	-	-
VIRGINIA	0	0	0	0	-	-	-	-
WASHINGTON	0	2	0	0	0.00	100.00	0.00	0.00
WEST VIRGINIA	0	0	0	0	-	-	-	-
WISCONSIN	0	0	0	0	-	-	-	-
WYOMING	274	38	5	0	86.44	11.99	1.58	0.00
AMERICAN SAMOA	0	0	0	0	-	-	-	-
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	0	0	0	0	-	-	-	-
U.S. AND TERRITORIES	7,202	1,646	234	58	78.80	18.01	2.56	0.63

Table 3C4

NUMBER AND PERCENT OF CHILDREN 18 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1981-1982

STATE	ALL CONDITIONS NUMBER				ALL CONDITIONS PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	1,903	1,832	168	58	48.04	46.25	4.24	1.46
ALASKA	281	60	8	1	80.29	17.14	2.29	0.29
ARIZONA	971	795	202	101	46.93	38.42	9.76	4.88
ARKANSAS	1,073	298	145	5	70.55	19.59	9.53	0.33
CALIFORNIA	5,423	8,176	422	0	38.68	58.31	3.01	0.00
COLORADO	676	365	470	302	37.29	20.13	25.92	16.66
CONNECTICUT	2,181	1,405	295	85	54.99	35.43	7.44	2.14
DELAWARE	132	195	122	1	29.33	43.33	27.11	0.22
DISTRICT OF COLUMBIA	81	39	443	8	14.19	6.83	77.58	1.40
FLORIDA	1,463	2,091	2,010	605	23.72	33.90	32.58	9.81
GEORGIA	1,798	865	371	66	58.00	27.90	11.97	2.13
HAWAII	4	283	33	0	1.25	88.44	10.31	0.00
IDAHO	137	88	92	405	18.98	12.19	12.74	56.09
ILLINOIS	8,862	7,958	6,688	235	37.32	33.52	28.17	0.99
INDIANA	786	1,344	795	125	25.77	44.07	26.07	4.10
IOWA	1,166	1,433	0	11	44.67	54.90	0.00	0.42
KANSAS	921	837	62	45	49.38	44.88	3.32	2.41
KENTUCKY	2,043	586	529	54	63.61	18.24	16.47	1.68
LOUISIANA	825	1,383	1,297	242	22.02	36.91	34.61	6.46
MAINE	604	240	120	196	52.07	20.69	10.34	16.90
MARYLAND	1,405	1,015	2,123	65	30.49	22.03	46.07	1.41
MASSACHUSETTS	3,425	2,389	1,345	389	45.38	31.65	17.82	5.15
MICHIGAN	2,700	6,176	670	65	28.09	64.26	6.97	0.68
MINNESOTA	1,597	1,143	240	16	53.30	38.15	8.01	0.53
MISSISSIPPI	1,478	555	62	27	69.65	26.15	2.92	1.27
MISSOURI	5,072	3,209	658	223	55.36	35.03	7.18	2.43
MONTANA	276	204	0	0	57.50	42.50	0.00	0.00
NEBRASKA	915	444	0	0	67.33	32.67	0.00	0.00
NEVADA	87	4	33	343	18.63	0.86	7.07	73.45
NEW HAMPSHIRE	521	136	46	6	73.48	19.18	6.49	0.85
NEW JERSEY	1,600	2,669	1,647	201	26.16	43.63	26.92	3.29
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	2,596	7,365	4,482	248	17.67	50.13	30.51	1.69
NORTH CAROLINA	4,151	1,020	1,002	468	62.51	15.36	15.09	7.05
NORTH DAKOTA	142	220	47	1	34.63	53.66	11.46	0.24
OHIO	2,456	5,074	3,262	100	22.55	46.58	29.95	0.92
OKLAHOMA	1,070	644	24	296	52.61	31.66	1.18	14.55
OREGON	1,379	578	25	0	69.58	29.16	1.26	0.00
PENNSYLVANIA	2,581	4,827	3,737	43	23.07	43.14	33.40	0.38
PUERTO RICO	0	751	7,433	0	0.00	9.18	90.82	0.00
RHODE ISLAND	1,014	309	288	107	59.02	17.99	16.76	6.23
SOUTH CAROLINA	2,098	926	585	127	56.16	24.79	15.66	3.40
SOUTH DAKOTA	254	73	192	19	47.21	13.57	35.69	3.53
TENNESSEE	3,078	1,374	380	117	62.19	27.76	7.68	2.36
TEXAS	4,052	2,817	2,513	564	40.74	28.32	25.27	5.67
UTAH	212	140	235	6	35.75	23.61	39.63	1.01
VERMONT	256	253	0	0	50.29	49.71	0.00	0.00
VIRGINIA	2,080	1,793	308	47	49.20	42.41	7.28	1.11
WASHINGTON	972	1,113	312	5	40.47	46.34	12.99	0.21
WEST VIRGINIA	786	439	464	17	46.07	25.73	27.20	1.00
WISCONSIN	634	2,899	94	31	17.33	79.25	2.57	0.85
WYOMING	210	44	36	0	72.41	15.17	12.41	0.00
AMERICAN SAMOA	0	0	15	1	0.00	0.00	93.75	6.25
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	183	51	68	0	60.60	16.89	22.52	0.00
U.S. AND TERRITORIES	80,610	80,927	46,598	6,077	37.63	37.78	21.75	2.84

(Continued)

Table 3C4

NUMBER AND PERCENT OF CHILDREN 18 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1981-1982

	LEARNING DISABLED NUMBER				LEARNING DISABLED PERCENT			
STATE	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	601	11	0	4	97.56	1.79	0.00	0.65
ALASKA	167	12	1	0	92.78	6.67	0.56	0.00
ARIZONA	681	28	1	0	95.92	3.94	0.14	0.00
ARKANSAS	511	140	7	0	77.66	21.28	1.06	0.00
CALIFORNIA	3,979	1,349	118	0	73.06	24.77	2.17	0.00
COLORADO	500	4	0	52	89.93	0.72	0.00	9.35
CONNECTICUT	1,053	205	30	5	81.44	15.85	2.32	0.39
DELAWARE	79	101	15	0	40.51	51.79	7.69	0.00
DISTRICT OF COLUMBIA	47	11	8	0	71.21	16.67	12.12	0.00
FLORIDA	990	273	15	0	77.46	21.36	1.17	0.00
GEORGIA	639	27	0	1	95.80	4.05	0.00	0.15
HAWAII	1	131	0	0	0.76	99.24	0.00	0.00
IDAHO	52	32	0	0	61.90	38.10	0.00	0.00
ILLINOIS	5,205	1,130	98	2	80.89	17.56	1.52	0.03
INDIANA	452	87	6	0	82.94	15.96	1.10	0.00
IOWA	824	144	0	0	85.12	14.88	0.00	0.00
KANSAS	718	81	0	0	89.86	10.14	0.00	0.00
KENTUCKY	483	29	7	10	91.30	5.48	1.32	1.89
LOUISIANA	477	155	50	2	69.74	22.66	7.31	0.29
MAINE	178	6	2	29	82.79	2.79	0.93	13.49
MARYLAND	1,012	555	50	1	62.55	34.30	3.09	0.06
MASSACHUSETTS	1,209	843	475	137	45.38	31.64	17.83	5.14
MICHIGAN	1,455	1,153	82	6	53.97	42.77	3.04	0.22
MINNESOTA	948	84	25	0	89.69	7.95	2.37	0.00
MISSISSIPPI	533	50	0	0	91.42	8.58	0.00	0.00
MISSOURI	2,375	265	1	49	88.29	9.85	0.04	1.82
MONTANA	219	64	0	0	77.39	22.61	0.00	0.00
NEBRASKA	516	0	0	0	100.00	0.00	0.00	0.00
NEVADA	53	1	0	177	22.94	0.43	0.00	76.62
NEW HAMPSHIRE	225	60	19	2	73.53	19.61	6.21	0.65
NEW JERSEY	914	708	71	6	53.80	41.67	4.18	0.35
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	1,261	302	163	2	72.97	17.48	9.43	0.12
NORTH CAROLINA	1,852	177	1	192	83.35	7.97	0.05	8.64
NORTH DAKOTA	100	9	0	0	91.74	8.26	0.00	0.00
OHIO	1,480	204	8	0	87.47	12.06	0.47	0.00
OKLAHOMA	673	16	0	8	96.56	2.30	0.00	1.15
OREGON	555	0	0	0	100.00	0.00	0.00	0.00
PENNSYLVANIA	1,467	285	612	1	62.03	12.05	25.88	0.04
PUERTO RICO	0	19	186	0	0.00	9.27	90.73	0.00
RHODE ISLAND	826	61	37	3	89.10	6.58	3.99	0.32
SOUTH CAROLINA	671	60	36	0	87.48	7.82	4.69	0.00
SOUTH DAKOTA	137	7	6	1	90.73	4.64	3.97	0.66
TENNESSEE	1,646	97	33	1	92.63	5.46	1.86	0.06
TEXAS	2,936	1,421	633	5	58.78	28.45	12.67	0.10
UTAH	104	13	0	0	88.89	11.11	0.00	0.00
VERMONT	106	1	0	0	99.07	0.93	0.00	0.00
VIRGINIA	848	145	9	1	84.55	14.46	0.90	0.10
WASHINGTON	586	322	3	0	64.32	35.35	0.33	0.00
WEST VIRGINIA	349	43	2	0	88.58	10.91	0.51	0.00
WISCONSIN	488	489	0	0	49.95	50.05	0.00	0.00
WYOMING	135	9	6	0	90.00	6.00	4.00	0.00
AMERICAN SAMOA	0	0	0	0	-	-	-	-
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	123	26	0	0	82.55	17.45	0.00	0.00
U.S. AND TERRITORIES	43,439	11,445	2,816	697	74.39	19.60	4.82	1.19

(Continued)

Table 3C4

NUMBER AND PERCENT OF CHILDREN 18 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1981-1982

STATE	SPEECH IMPAIRED NUMBER REGULAR CLASSES				SPEECH IMPAIRED PERCENT REGULAR CLASSES			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	30	0	0	0	100.00	0.00	0.00	0.00
ALASKA	29	0	1	0	96.67	0.00	3.33	0.00
ARIZONA	14	0	0	0	100.00	0.00	0.00	0.00
ARKANSAS	57	0	1	0	98.28	0.00	1.72	0.00
CALIFORNIA	460	81	12	0	83.18	14.65	2.17	0.00
COLORADO	6	0	0	1	85.71	0.00	0.00	14.29
CONNECTICUT	49	3	0	0	94.23	5.77	0.00	0.00
DELAWARE	1	0	0	0	100.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	12	3	0	0	80.00	20.00	0.00	0.00
FLORIDA	150	0	11	0	93.17	0.00	6.83	0.00
GEORGIA	208	16	4	0	91.23	7.02	1.75	0.00
HAWAII	3	0	0	0	100.00	0.00	0.00	0.00
IDAHO	3	0	0	0	100.00	0.00	0.00	0.00
ILLINOIS	514	27	25	0	90.81	4.77	4.42	0.00
INDIANA	119	0	3	0	97.54	0.00	2.46	0.00
IOWA	20	0	0	0	100.00	0.00	0.00	0.00
KANSAS	17	0	0	0	100.00	0.00	0.00	0.00
KENTUCKY	252	5	1	0	97.67	1.94	0.39	0.00
LOUISIANA	122	6	0	0	95.31	4.69	0.00	0.00
MAINE	26	0	0	14	65.00	0.00	0.00	35.00
MARYLAND	126	79	12	0	58.06	36.41	5.53	0.00
MASSACHUSETTS	788	550	309	90	45.37	31.66	17.79	5.18
MICHIGAN	85	23	3	0	76.58	20.72	2.70	0.00
MINNESOTA	47	6	0	0	88.68	11.32	0.00	0.00
MISSISSIPPI	133	0	1	0	99.25	0.00	0.75	0.00
MISSOURI	617	27	2	12	93.77	4.10	0.30	1.82
MONTANA	11	0	0	0	100.00	0.00	0.00	0.00
NEBRASKA	22	0	0	0	100.00	0.00	0.00	0.00
NEVADA	3	0	0	1	75.00	0.00	0.00	25.00
NEW HAMPSHIRE	7	2	1	0	70.00	20.00	10.00	0.00
NEW JERSEY	203	34	9	0	82.52	13.82	3.66	0.00
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	185	4	11	0	92.50	2.00	5.50	0.00
NORTH CAROLINA	187	0	0	12	93.97	0.00	0.00	6.03
NORTH DAKOTA	7	0	0	0	100.00	0.00	0.00	0.00
OHIO	265	0	0	0	100.00	0.00	0.00	0.00
OKLAHOMA	30	0	0	0	100.00	0.00	0.00	0.00
OREGON	33	0	0	0	100.00	0.00	0.00	0.00
PENNSYLVANIA	138	82	0	3	61.88	36.77	0.00	1.35
PUERTO RICO	0	5	191	0	0.00	2.55	97.45	0.00
RHODE ISLAND	25	0	1	0	96.15	0.00	3.85	0.00
SOUTH CAROLINA	107	10	0	0	91.45	8.55	0.00	0.00
SOUTH DAKOTA	46	1	0	0	97.87	2.13	0.00	0.00
TENNESSEE	97	3	4	0	93.27	2.88	3.85	0.00
TEXAS	80	3	6	0	89.89	3.37	6.74	0.00
UTAH	17	0	0	0	100.00	0.00	0.00	0.00
VERMONT	54	0	0	0	100.00	0.00	0.00	0.00
VIRGINIA	431	9	0	0	97.95	2.05	0.00	0.00
WASHINGTON	140	15	0	0	90.32	9.68	0.00	0.00
WEST VIRGINIA	75	0	0	0	100.00	0.00	0.00	0.00
WISCONSIN	141	0	0	0	100.00	0.00	0.00	0.00
WYOMING	14	1	0	0	93.33	6.67	0.00	0.00
AMERICAN SAMOA	0	0	0	0	-	-	-	-
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	9	0	0	0	100.00	0.00	0.00	0.00
U.S. AND TERRITORIES	6,215	995	608	133	78.17	12.51	7.65	1.67

(Continued)

Table 3C4

NUMBER AND PERCENT OF CHILDREN 18 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1981-1982

	MENTALLY RETARDED NUMBER				MENTALLY RETARDED PERCENT			
STATE	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	1,149	1,678	47	32	39.54	57.74	1.62	1.10
ALASKA	51	41	0	0	55.43	44.57	0.00	0.00
ARIZONA	153	621	79	0	17.94	72.80	9.26	0.00
ARKANSAS	486	148	96	3	66.30	20.19	13.10	0.41
CALIFORNIA	147	5,038	46	0	2.81	96.31	0.88	0.00
COLORADO	35	247	404	203	3.94	27.78	45.44	22.83
CONNECTICUT	385	837	92	13	29.01	63.07	6.93	0.98
DELAWARE	14	59	57	1	10.69	45.04	43.51	0.76
DISTRICT OF COLUMBIA	7	5	357	1	1.89	1.35	96.49	0.27
FLORIDA	106	1,524	1,652	0	3.23	46.44	50.34	0.00
GEORGIA	626	727	226	36	38.76	45.02	13.99	2.23
HAWAII	0	118	21	0	0.00	84.89	15.11	0.00
IDAHO	31	17	23	0	43.66	23.94	32.39	0.00
ILLINOIS	748	5,068	2,985	4	8.50	57.56	33.90	0.05
INDIANA	176	1,159	605	65	8.78	57.81	30.17	3.24
IOWA	228	1,085	0	2	17.34	82.51	0.00	0.15
KANSAS	40	645	50	5	5.41	87.16	6.76	0.68
KENTUCKY	683	410	431	7	44.61	26.78	28.15	0.46
LOUISIANA	159	1,081	1,122	52	6.59	44.78	46.48	2.15
MAINE	202	88	82	51	47.75	20.80	19.39	12.06
MARYLAND	181	338	1,219	0	10.41	19.45	70.14	0.00
MASSACHUSETTS	726	507	285	83	45.35	31.67	17.80	5.18
MICHIGAN	552	3,997	375	30	11.14	80.68	7.57	0.61
MINNESOTA	467	892	151	3	30.87	58.96	9.98	0.20
MISSISSIPPI	785	490	43	18	58.76	36.68	3.22	1.35
MISSOURI	1,320	2,528	564	20	29.78	57.04	12.73	0.45
MONTANA	24	107	0	0	18.32	81.68	0.00	0.00
NEBRASKA	313	368	0	0	45.96	54.04	0.00	0.00
NEVADA	21	1	31	102	13.55	0.65	20.00	65.81
NEW HAMPSHIRE	216	54	18	3	74.23	18.56	6.19	1.03
NEW JERSEY	148	1,377	911	136	5.75	53.54	35.42	5.29
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	469	3,545	2,502	9	7.19	54.33	38.34	0.14
NORTH CAROLINA	1,946	747	784	90	54.56	20.94	21.98	2.52
NORTH DAKOTA	26	189	34	0	10.44	75.90	13.65	0.00
OHIO	576	4,516	2,785	3	7.31	57.31	35.34	0.04
OKLAHOMA	318	582	18	224	27.85	50.96	1.58	19.61
OREGON	233	560	25	0	28.48	68.46	3.06	0.00
PENNSYLVANIA	574	4,133	1,836	30	8.73	62.88	27.93	0.46
PUERTO RICO	0	621	2,223	0	0.00	21.84	78.16	0.00
RHODE ISLAND	64	212	121	2	16.04	53.13	30.33	0.50
SOUTH CAROLINA	1,175	766	462	29	48.31	31.50	19.00	1.19
SOUTH DAKOTA	44	48	117	2	20.85	22.75	55.45	0.95
TENNESSEE	1,145	1,052	114	6	49.42	45.40	4.92	0.26
TEXAS	489	957	1,067	133	18.48	36.17	40.33	5.03
UTAH	39	81	29	0	26.17	54.36	19.46	0.00
VERMONT	57	201	0	0	22.09	77.91	0.00	0.00
VIRGINIA	575	1,347	71	1	28.84	67.55	3.56	0.05
WASHINGTON	150	546	227	0	16.25	59.15	24.59	0.00
WEST VIRGINIA	337	359	424	0	30.09	32.05	37.86	0.00
WISCONSIN	0	1,902	82	0	0.00	95.87	4.13	0.00
WYOMING	41	25	24	0	45.56	27.78	26.67	0.00
AMERICAN SAMOA	0	0	13	0	0.00	0.00	100.00	0.00
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	18	10	42	0	25.71	14.29	60.00	0.00
U.S. AND TERRITORIES	18,455	53,654	24,972	1,399	18.74	54.48	25.36	1.42

(Continued)

Table 3C4

NUMBER AND PERCENT OF CHILDREN 18 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1981-1982

	EMOTIONALLY DISTURBED NUMBER				EMOTIONALLY DISTURBED PERCENT			
STATE	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	89	45	20	0	57.79	29.22	12.99	0.00
ALASKA	11	0	3	0	78.57	0.00	21.43	0.00
ARIZONA	59	51	64	0	33.91	29.31	36.78	0.00
ARKANSAS	2	6	2	1	18.18	54.55	18.18	9.09
CALIFORNIA	45	198	177	0	10.71	47.14	42.14	0.00
COLORADO	78	70	52	13	36.62	32.86	24.41	6.10
CONNECTICUT	387	271	122	49	46.68	32.69	14.72	5.91
DELAWARE	21	28	18	0	31.34	41.79	26.87	0.00
DISTRICT OF COLUMBIA	2	15	32	1	4.00	30.00	64.00	2.00
FLORIDA	176	125	185	458	18.64	13.24	19.60	48.52
GEORGIA	183	53	13	7	71.48	20.70	5.08	2.73
HAWAII	0	8	2	0	0.00	80.00	20.00	0.00
IDAHO	14	19	0	0	42.42	57.58	0.00	0.00
ILLINOIS	1,982	1,137	2,803	17	33.37	19.14	47.20	0.29
INDIANA	13	53	27	39	9.85	40.15	20.45	29.55
IOWA	48	71	0	1	40.00	59.17	0.00	0.83
KANSAS	83	52	6	3	57.64	36.11	4.17	2.08
KENTUCKY	19	21	18	14	26.39	29.17	25.00	19.44
LOUISIANA	23	58	58	6	15.86	40.00	40.00	4.14
MAINE	121	63	31	45	46.54	24.23	11.92	17.31
MARYLAND	20	13	204	10	8.10	5.26	82.59	4.05
MASSACHUSETTS	469	327	184	53	45.40	31.66	17.81	5.13
MICHIGAN	418	501	90	12	40.94	49.07	8.81	1.18
MINNESOTA	84	117	51	5	32.68	45.53	19.84	1.95
MISSISSIPPI	0	3	5	0	0.00	37.50	62.50	0.00
MISSOURI	374	217	18	41	57.54	33.38	2.77	6.31
MONTANA	6	0	0	0	100.00	0.00	0.00	0.00
NEBRASKA	12	31	0	0	27.91	72.09	0.00	0.00
NEVADA	4	2	0	0	66.67	33.33	0.00	0.00
NEW HAMPSHIRE	30	8	3	1	71.43	19.05	7.14	2.38
NEW JERSEY	162	267	289	29	21.69	35.74	38.69	3.88
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	311	1,619	1,015	33	10.44	54.37	34.08	1.11
NORTH CAROLINA	49	31	23	91	25.26	15.98	11.86	46.91
NORTH DAKOTA	0	10	0	0	0.00	100.00	0.00	0.00
OHIO	8	48	285	40	2.10	12.60	74.80	10.50
OKLAHOMA	11	3	1	2	64.71	17.65	5.88	11.76
OREGON	155	0	0	0	100.00	0.00	0.00	0.00
PENNSYLVANIA	232	187	664	4	21.34	17.20	61.09	0.37
PUERTO RICO	0	9	1,251	0	0.00	0.71	99.29	0.00
RHODE ISLAND	67	22	59	8	42.95	14.10	37.82	5.13
SOUTH CAROLINA	95	48	14	81	39.92	20.17	5.88	34.03
SOUTH DAKOTA	3	8	7	2	15.00	40.00	35.00	10.00
TENNESSEE	66	31	188	3	22.92	10.76	65.28	1.04
TEXAS	202	102	186	133	32.42	16.37	29.86	21.35
UTAH	44	34	3	3	52.38	40.48	3.57	3.57
VERMONT	10	6	0	0	62.50	37.50	0.00	0.00
VIRGINIA	92	115	101	20	28.05	35.06	30.79	6.10
WASHINGTON	39	69	21	4	29.32	51.88	15.79	3.01
WEST VIRGINIA	9	15	12	2	23.68	39.47	31.58	5.26
WISCONSIN	0	352	0	0	0.00	100.00	0.00	0.00
WYOMING	10	5	2	0	58.82	29.41	11.76	0.00
AMERICAN SAMOA	0	0	0	0	-	-	-	-
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	20	11	12	0	46.51	25.58	27.91	0.00
U.S. AND TERRITORIES	6,358	6,555	8,321	1,231	28.30	29.18	37.04	5.48

(Continued)

Table 3C4

NUMBER AND PERCENT OF CHILDREN 18 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1981-1982

STATE	OTHER HEALTH IMPAIRED NUMBER				OTHER HEALTH IMPAIRED PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	1	3	0	10	7.14	21.43	0.00	71.43
ALASKA	3	1	0	0	75.00	25.00	0.00	0.00
ARIZONA	0	0	0	101	0.00	0.00	0.00	100.00
ARKANSAS	1	0	1	0	50.00	0.00	50.00	0.00
CALIFORNIA	412	195	17	0	66.03	31.25	2.72	0.00
COLORADO	0	0	0	0	-	-	-	-
CONNECTICUT	32	35	16	13	33.33	36.46	16.67	13.54
DELAWARE	0	0	0	0	-	-	-	-
DISTRICT OF COLUMBIA	0	0	8	0	0.00	0.00	100.00	0.00
FLORIDA	0	27	12	147	0.00	14.52	6.45	79.03
GEORGIA	68	5	1	20	72.34	5.32	1.06	21.28
HAWAII	0	0	0	0	-	-	-	-
IDAHO	15	2	0	164	8.29	1.10	0.00	90.61
ILLINOIS	97	24	43	120	34.15	8.45	15.14	42.25
INDIANA	0	0	15	0	0.00	0.00	100.00	0.00
IOWA	0	0	0	0	-	-	-	-
KANSAS	0	0	0	0	-	-	-	-
KENTUCKY	5	5	4	7	23.81	23.81	19.05	33.33
LOUISIANA	16	10	4	180	7.62	4.76	1.90	85.71
MAINE	8	10	1	15	23.53	29.41	2.94	44.12
MARYLAND	1	0	6	39	2.17	0.00	13.04	84.78
MASSACHUSETTS	48	33	19	6	45.28	31.13	17.92	5.66
MICHIGAN	-	-	-	-	-	-	-	-
MINNESOTA	4	6	2	5	23.53	35.29	11.76	29.41
MISSISSIPPI	0	0	0	0	-	-	-	-
MISSOURI	20	12	6	38	26.32	15.79	7.89	50.00
MONTANA	5	0	0	0	100.00	0.00	0.00	0.00
NEBRASKA	0	0	0	0	-	-	-	-
NEVADA	0	0	0	11	0.00	0.00	0.00	100.00
NEW HAMPSHIRE	4	1	0	0	80.00	20.00	0.00	0.00
NEW JERSEY	22	44	66	6	15.94	31.88	47.83	4.35
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	96	1,411	73	15	6.02	88.46	4.58	0.94
NORTH CAROLINA	25	11	2	34	34.72	15.28	2.78	47.22
NORTH DAKOTA	0	0	0	1	0.00	0.00	0.00	100.00
OHIO	-	-	-	-	-	-	-	-
OKLAHOMA	0	0	0	6	0.00	0.00	0.00	100.00
OREGON	80	0	0	0	100.00	0.00	0.00	0.00
PENNSYLVANIA	0	0	0	0	-	-	-	-
PUERTO RICO	0	16	77	0	0.00	17.20	82.80	0.00
RHODE ISLAND	6	0	0	94	6.00	0.00	0.00	94.00
SOUTH CAROLINA	1	0	0	0	100.00	0.00	0.00	0.00
SOUTH DAKOTA	2	1	0	11	14.29	7.14	0.00	78.57
TENNESSEE	2	4	2	66	2.70	5.41	2.70	89.19
TEXAS	55	33	11	177	19.93	11.96	3.99	64.13
UTAH	2	0	0	1	66.67	0.00	0.00	33.33
VERMONT	4	2	0	0	66.67	33.33	0.00	0.00
VIRGINIA	34	6	1	4	75.56	13.33	2.22	8.89
WASHINGTON	20	32	17	0	28.99	46.38	24.64	0.00
WEST VIRGINIA	1	4	7	15	3.70	14.81	25.93	55.56
WISCONSIN	0	0	0	31	0.00	0.00	0.00	100.00
WYOMING	1	0	0	0	100.00	0.00	0.00	0.00
AMERICAN SAMOA	0	0	0	0	-	-	-	-
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	2	0	0	0	100.00	0.00	0.00	0.00
U.S. AND TERRITORIES	1,093	1,933	411	1,337	22.89	40.49	8.61	28.01

(Continued)

Table 3C4

NUMBER AND PERCENT OF CHILDREN 18 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1981-1982

STATE	MULTIHANDICAPPED NUMBER REGULAR CLASSES	MULTIHANDICAPPED NUMBER SEPARATE CLASSES	MULTIHANDICAPPED NUMBER SEPARATE SCHOOL	MULTIHANDICAPPED NUMBER OTHER ENVIRONMENTS	MULTIHANDICAPPED PERCENT REGULAR CLASSES	MULTIHANDICAPPED PERCENT SEPARATE CLASSES	MULTIHANDICAPPED PERCENT SEPARATE SCHOOL	MULTIHANDICAPPED PERCENT OTHER ENVIRONMENTS
ALABAMA	3	68	0	8	3.80	86.08	0.00	10.13
ALASKA	5	0	0	0	100.00	0.00	0.00	0.00
ARIZONA	11	68	52	0	8.40	51.91	39.69	0.00
ARKANSAS	3	3	12	1	15.79	15.79	63.16	5.26
CALIFORNIA	29	558	51	0	4.55	87.46	7.99	0.00
COLORADO	2	30	3	31	3.03	45.45	4.55	46.97
CONNECTICUT	-	-	-	-	-	-	-	-
DELAWARE	0	0	0	0	-	-	-	-
DISTRICT OF COLUMBIA	0	0	13	6	0.00	0.00	68.42	31.58
FLORIDA	0	0	0	0	-	-	-	-
GEORGIA	4	19	5	1	13.79	65.52	17.24	3.45
HAWAII	0	6	0	0	0.00	100.00	0.00	0.00
IDAHO	0	4	41	55	0.00	4.00	41.00	55.00
ILLINOIS	13	26	257	2	4.36	8.72	86.24	0.67
INDIANA	0	27	60	10	0.00	27.84	61.86	10.31
IOWA	0	99	0	4	0.00	96.12	0.00	3.88
KANSAS	0	0	0	0	-	-	-	-
KENTUCKY	4	36	41	7	4.55	40.91	46.59	7.95
LOUISIANA	6	19	41	2	8.82	27.94	60.29	2.94
MAINE	11	45	0	10	16.67	68.18	0.00	15.15
MARYLAND	11	15	466	0	2.24	3.05	94.72	0.00
MASSACHUSETTS	75	53	30	9	44.91	31.74	17.96	5.39
MICHIGAN	0	226	106	3	0.00	67.46	31.64	0.90
MINNESOTA	0	0	0	0	-	-	-	-
MISSISSIPPI	1	11	5	1	5.56	61.11	27.78	5.56
MISSOURI	0	0	0	0	-	-	-	-
MONTANA	6	29	0	0	17.14	82.86	0.00	0.00
NEBRASKA	0	32	0	0	0.00	100.00	0.00	0.00
NEVADA	1	0	2	25	3.57	0.00	7.14	89.29
NEW HAMPSHIRE	12	3	1	0	75.00	18.75	6.25	0.00
NEW JERSEY	34	131	48	4	15.67	60.37	22.12	1.84
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	28	267	319	7	4.51	43.00	51.37	1.13
NORTH CAROLINA	22	28	10	36	22.92	29.17	10.42	37.50
NORTH DAKOTA	0	0	0	0	-	-	-	-
OHIO	3	68	86	3	1.88	42.50	53.75	1.88
OKLAHOMA	4	33	4	42	4.82	39.76	4.82	50.60
OREGON	0	0	0	0	-	-	-	-
PENNSYLVANIA	0	0	0	0	-	-	-	-
PUERTO RICO	0	0	0	0	-	-	-	-
RHODE ISLAND	2	3	9	0	14.29	21.43	64.29	0.00
SOUTH CAROLINA	1	0	19	2	4.55	0.00	86.36	9.09
SOUTH DAKOTA	7	8	39	1	12.73	14.55	70.91	1.82
TENNESSEE	19	136	13	13	10.50	75.14	7.18	7.18
TEXAS	133	109	514	29	16.94	13.89	65.48	3.69
UTAH	0	5	203	2	0.00	2.38	96.67	0.95
VERMONT	12	39	0	0	23.53	76.47	0.00	0.00
VIRGINIA	20	134	84	13	7.97	53.39	33.47	5.18
WASHINGTON	5	81	43	1	3.85	62.31	33.08	0.77
WEST VIRGINIA	0	1	1	0	0.00	50.00	50.00	0.00
WISCONSIN	0	51	0	0	0.00	100.00	0.00	0.00
WYOMING	0	0	0	0	-	-	-	-
AMERICAN SAMOA	0	0	1	1	0.00	0.00	50.00	50.00
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	6	4	14	0	25.00	16.67	58.33	0.00
U.S. AND TERRITORIES	493	2,475	2,593	329	8.37	42.02	44.02	5.59

(Continued)

Table 3C4

NUMBER AND PERCENT OF CHILDREN 18 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1981-1982

STATE	HARD OF HEARING & DEAF NUMBER REGULAR CLASSES	 SEPARATE CLASSES	 SEPARATE SCHOOL	 OTHER EN- VIRONMENTS	HARD OF HEARING & DEAF PERCENT REGULAR CLASSES	 SEPARATE CLASSES	 SEPARATE SCHOOL	 OTHER EN- VIRONMENTS
ALABAMA	15	9	76	3	14.56	8.74	73.79	2.91
ALASKA	8	2	0	0	80.00	20.00	0.00	0.00
ARIZONA	32	9	3	0	72.73	20.45	6.82	0.00
ARKANSAS	10	0	5	0	66.67	0.00	33.33	0.00
CALIFORNIA	95	251	0	0	27.46	72.54	0.00	0.00
COLORADO	35	3	7	0	77.78	6.67	15.56	0.00
CONNECTICUT	26	26	28	2	31.71	31.71	34.15	2.44
DELAWARE	16	3	19	0	42.11	7.89	50.00	0.00
DISTRICT OF COLUMBIA	1	4	5	0	10.00	40.00	50.00	0.00
FLORIDA	4	59	38	0	3.96	58.42	37.62	0.00
GEORGIA	35	15	82	0	26.52	11.36	62.12	0.00
HAWAII	0	14	6	0	0.00	70.00	30.00	0.00
IDAHO	3	9	18	0	10.00	30.00	60.00	0.00
ILLINOIS	138	387	76	1	22.92	64.29	12.62	0.17
INDIANA	10	10	39	2	16.39	16.39	63.93	3.28
IOWA	16	7	0	0	69.57	30.43	0.00	0.00
KANSAS	33	4	0	0	89.19	10.81	0.00	0.00
KENTUCKY	22	14	19	0	40.00	25.45	34.55	0.00
LOUISIANA	8	37	18	0	12.70	58.73	28.57	0.00
MAINE	35	8	3	3	71.43	16.33	6.12	6.12
MARYLAND	36	8	35	0	45.57	10.13	44.30	0.00
MASSACHUSETTS	48	34	19	5	45.28	32.08	17.92	4.72
MICHIGAN	62	212	0	1	22.55	77.09	0.00	0.36
MINNESOTA	21	19	3	0	48.84	44.19	6.98	0.00
MISSISSIPPI	13	1	7	0	61.90	4.76	33.33	0.00
MISSOURI	179	56	36	22	61.09	19.11	12.29	7.51
MONTANA	0	2	0	0	0.00	100.00	0.00	0.00
NEBRASKA	27	0	0	0	100.00	0.00	0.00	0.00
NEVADA	2	0	0	11	15.38	0.00	0.00	84.62
NEW HAMPSHIRE	12	4	2	0	66.67	22.22	11.11	0.00
NEW JERSEY	17	45	94	0	10.90	28.85	60.26	0.00
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	120	65	229	0	28.99	15.70	55.31	0.00
NORTH CAROLINA	31	4	120	0	20.00	2.58	77.42	0.00
NORTH DAKOTA	1	7	5	0	7.69	53.85	38.46	0.00
OHIO	68	138	65	0	25.09	50.92	23.99	0.00
OKLAHOMA	25	8	1	3	67.57	21.62	2.70	8.11
OREGON	87	18	0	0	82.86	17.14	0.00	0.00
PENNSYLVANIA	106	61	396	0	18.83	10.83	70.34	0.00
PUERTO RICO	0	48	600	0	0.00	7.41	92.59	0.00
RHODE ISLAND	10	5	48	0	15.87	7.94	76.19	0.00
SOUTH CAROLINA	22	17	24	0	34.92	26.98	38.10	0.00
SOUTH DAKOTA	12	0	11	0	52.17	0.00	47.83	0.00
TENNESSEE	51	32	5	1	57.30	35.96	5.62	1.12
TEXAS	44	120	34	6	21.57	58.82	16.67	2.94
UTAH	4	3	0	0	57.14	42.86	0.00	0.00
VERMONT	5	3	0	0	62.50	37.50	0.00	0.00
VIRGINIA	36	12	31	1	45.00	15.00	38.75	1.25
WASHINGTON	11	30	0	0	26.83	73.17	0.00	0.00
WEST VIRGINIA	12	1	14	0	44.44	3.70	51.85	0.00
WISCONSIN	0	37	8	0	0.00	82.22	17.78	0.00
WYOMING	1	1	1	0	33.33	33.33	33.33	0.00
AMERICAN SAMOA	0	0	1	0	0.00	0.00	100.00	0.00
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	5	0	0	0	100.00	0.00	0.00	0.00
U.S. AND TERRITORIES	1,610	1,862	2,231	61	27.93	32.30	38.71	1.06

(Continued)

Table 3C4

NUMBER AND PERCENT OF CHILDREN 18 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1981-1982

	ORTHOPEDICALLY IMPAIRED NUMBER				ORTHOPEDICALLY IMPAIRED PERCENT			
STATE	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	5	14	0	1	25.00	70.00	0.00	5.00
ALASKA	6	3	0	1	60.00	30.00	0.00	10.00
ARIZONA	11	18	1	0	36.67	60.00	3.33	0.00
ARKANSAS	3	1	7	0	27.27	9.09	63.64	0.00
CALIFORNIA	179	418	0	0	29.98	70.02	0.00	0.00
COLORADO	13	11	0	2	50.00	42.31	0.00	7.69
CONNECTICUT	21	19	2	2	47.73	43.18	4.55	4.55
DELAWARE	0	4	8	0	0.00	33.33	66.67	0.00
DISTRICT OF COLUMBIA	0	0	9	0	0.00	0.00	100.00	0.00
FLORIDA	20	73	81	0	11.49	41.95	46.55	0.00
GEORGIA	6	3	0	0	66.67	33.33	0.00	0.00
HAWAII	0	5	1	0	0.00	83.33	16.67	0.00
IDAHO	17	0	0	186	8.37	0.00	0.00	91.63
ILLINOIS	78	130	356	88	11.96	19.94	54.60	13.50
INDIANA	14	8	20	9	27.45	15.69	39.22	17.65
IOWA	21	25	0	4	42.00	50.00	0.00	8.00
KANSAS	19	24	3	37	22.89	28.92	3.61	44.58
KENTUCKY	10	7	2	9	35.71	25.00	7.14	32.14
LOUISIANA	4	17	2	0	17.39	73.91	8.70	0.00
MAINE	12	15	1	27	21.82	27.27	1.82	49.09
MARYLAND	10	5	45	15	13.33	6.67	60.00	20.00
MASSACHUSETTS	38	26	15	4	45.78	31.33	18.07	4.82
MICHIGAN	99	0	3	11	87.61	0.00	2.65	9.73
MINNESOTA	15	18	7	2	35.71	42.86	16.67	4.76
MISSISSIPPI	10	0	0	8	55.56	0.00	0.00	44.44
MISSOURI	101	85	5	28	46.12	38.81	2.28	12.79
MONTANA	5	2	0	0	71.43	28.57	0.00	0.00
NEBRASKA	25	0	0	0	100.00	0.00	0.00	0.00
NEVADA	0	0	0	6	0.00	0.00	0.00	100.00
NEW HAMPSHIRE	9	2	1	0	75.00	16.67	8.33	0.00
NEW JERSEY	20	47	100	2	11.83	27.81	59.17	1.18
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	77	138	117	182	14.98	26.85	22.76	35.41
NORTH CAROLINA	16	20	16	11	25.40	31.75	25.40	17.46
NORTH DAKOTA	6	5	1	0	50.00	41.67	8.33	0.00
OHIO	32	83	10	53	17.98	46.63	5.62	29.78
OKLAHOMA	5	2	0	3	50.00	20.00	0.00	30.00
OREGON	229	0	0	0	100.00	0.00	0.00	0.00
PENNSYLVANIA	12	56	109	5	6.59	30.77	59.89	2.75
PUERTO RICO	0	27	1,404	0	0.00	1.89	98.11	0.00
RHODE ISLAND	7	4	3	0	50.00	28.57	21.43	0.00
SOUTH CAROLINA	12	24	0	15	23.53	47.06	0.00	29.41
SOUTH DAKOTA	2	0	8	2	16.67	0.00	66.67	16.67
TENNESSEE	22	17	18	26	26.51	20.48	21.69	31.33
TEXAS	55	33	42	75	26.83	16.10	20.49	36.59
UTAH	0	4	0	0	0.00	100.00	0.00	0.00
VERMONT	5	0	0	0	100.00	0.00	0.00	0.00
VIRGINIA	11	24	0	6	26.83	58.54	0.00	14.63
WASHINGTON	12	11	0	0	52.17	47.83	0.00	0.00
WEST VIRGINIA	0	16	3	0	0.00	84.21	15.79	0.00
WISCONSIN	0	57	0	0	0.00	100.00	0.00	0.00
WYOMING	3	0	2	0	60.00	0.00	40.00	0.00
AMERICAN SAMOA	0	0	0	0	-	-	-	-
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	0	0	0	0	-	-	-	-
U.S. AND TERRITORIES	1,277	1,501	2,402	820	21.28	25.02	40.03	13.67

(Continued)

Table 3C4

NUMBER AND PERCENT OF CHILDREN 18 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1981-1982

	VISUALLY HANDICAPPED NUMBER				VISUALLY HANDICAPPED PERCENT			
STATE	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	8	4	19	0	25.81	12.90	61.29	0.00
ALASKA	1	1	0	0	50.00	50.00	0.00	0.00
ARIZONA	10	0	2	0	83.33	0.00	16.67	0.00
ARKANSAS	0	0	12	0	0.00	0.00	100.00	0.00
CALIFORNIA	75	78	1	0	48.70	50.65	0.65	0.00
COLORADO	7	0	4	0	63.64	0.00	36.36	0.00
CONNECTICUT	20	4	2	0	76.92	15.38	7.69	0.00
DELAWARE	1	0	0	0	100.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	12	0	1	0	92.31	0.00	7.69	0.00
FLORIDA	17	4	8	0	58.62	13.79	27.59	0.00
GEORGIA	26	0	39	1	39.39	0.00	59.09	1.52
HAWAII	0	1	3	0	0.00	25.00	75.00	0.00
IDAHO	2	5	7	0	14.29	35.71	50.00	0.00
ILLINOIS	83	27	38	1	55.70	18.12	25.50	0.67
INDIANA	2	0	17	0	10.53	0.00	89.47	0.00
IOWA	9	2	0	0	81.82	18.18	0.00	0.00
KANSAS	11	2	0	0	84.62	15.38	0.00	0.00
KENTUCKY	4	2	1	0	57.14	28.57	14.29	0.00
LOUISIANA	10	0	0	0	100.00	0.00	0.00	0.00
MAINE	10	2	0	2	71.43	14.29	0.00	14.29
MARYLAND	8	2	75	0	9.41	2.35	88.24	0.00
MASSACHUSETTS	21	14	8	2	46.67	31.11	17.78	4.44
MICHIGAN	29	64	11	2	27.36	60.38	10.38	1.89
MINNESOTA	11	1	1	1	78.57	7.14	7.14	7.14
MISSISSIPPI	3	0	1	0	75.00	0.00	25.00	0.00
MISSOURI	86	19	26	13	59.72	13.19	18.06	9.03
MONTANA	0	0	0	0	-	-	-	-
NEBRASKA	0	13	0	0	0.00	100.00	0.00	0.00
NEVADA	3	0	0	10	23.08	0.00	0.00	76.92
NEW HAMPSHIRE	6	2	1	0	66.67	22.22	11.11	0.00
NEW JERSEY	80	16	37	18	52.98	10.60	24.50	11.92
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	49	14	51	0	42.98	12.28	44.74	0.00
NORTH CAROLINA	22	2	31	2	38.60	3.51	54.39	3.51
NORTH DAKOTA	2	0	6	0	25.00	0.00	75.00	0.00
OHIO	24	9	17	1	47.06	17.65	33.33	1.96
OKLAHOMA	4	0	0	8	33.33	0.00	0.00	66.67
OREGON	7	0	0	0	100.00	0.00	0.00	0.00
PENNSYLVANIA	52	23	120	0	26.67	11.79	61.54	0.00
PUERTO RICO	0	6	1,501	0	0.00	0.40	99.60	0.00
RHODE ISLAND	6	2	8	0	37.50	12.50	50.00	0.00
SOUTH CAROLINA	14	1	30	0	31.11	2.22	66.67	0.00
SOUTH DAKOTA	0	0	4	0	0.00	0.00	100.00	0.00
TENNESSEE	30	2	1	1	88.24	5.88	2.94	2.94
TEXAS	47	29	17	3	48.96	30.21	17.71	3.13
UTAH	2	0	0	0	100.00	0.00	0.00	0.00
VERMONT	3	0	0	0	100.00	0.00	0.00	0.00
VIRGINIA	33	1	5	1	82.50	2.50	12.50	2.50
WASHINGTON	9	7	0	0	56.25	43.75	0.00	0.00
WEST VIRGINIA	3	0	1	0	75.00	0.00	25.00	0.00
WISCONSIN	5	6	4	0	33.33	40.00	26.67	0.00
WYOMING	1	0	0	0	100.00	0.00	0.00	0.00
AMERICAN SAMOA	0	0	0	0	-	-	-	-
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	0	0	0	0	-	-	-	-
U.S. AND TERRITORIES	868	365	2,110	66	25.46	10.71	61.89	1.94

(Continued)

Table 3C4

NUMBER AND PERCENT OF CHILDREN 18 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1981-1982

STATE	DEAF-BLIND NUMBER				DEAF-BLIND PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	1	0	6	0	14.29	0.00	85.71	0.00
ALASKA	0	0	3	0	0.00	0.00	100.00	0.00
ARIZONA	0	0	0	0	-	-	-	-
ARKANSAS	0	0	2	0	0.00	0.00	100.00	0.00
CALIFORNIA	2	10	0	0	16.67	83.33	0.00	0.00
COLORADO	0	0	0	0	-	-	-	-
CONNECTICUT	-	-	-	-	-	-	-	-
DELAWARE	0	0	5	0	0.00	0.00	100.00	0.00
DISTRICT OF COLUMBIA	0	0	10	0	0.00	0.00	100.00	0.00
FLORIDA	0	6	8	0	0.00	42.86	57.14	0.00
GEORGIA	3	0	1	0	75.00	0.00	25.00	0.00
HAWAII	0	0	0	0	-	-	-	-
IDAHO	0	0	3	0	0.00	0.00	100.00	0.00
ILLINOIS	4	2	7	0	30.77	15.38	53.85	0.00
INDIANA	0	0	3	0	0.00	0.00	100.00	0.00
IOWA	0	0	0	0	-	-	-	-
KANSAS	0	29	3	0	0.00	90.62	9.38	0.00
KENTUCKY	0	2	5	0	0.00	28.57	71.43	0.00
LOUISIANA	0	0	2	0	0.00	0.00	100.00	0.00
MAINE	1	3	0	0	25.00	75.00	0.00	0.00
MARYLAND	0	0	11	0	0.00	0.00	100.00	0.00
MASSACHUSETTS	3	2	1	0	50.00	33.33	16.67	0.00
MICHIGAN	-	-	-	-	-	-	-	-
MINNESOTA	0	0	0	0	-	-	-	-
MISSISSIPPI	0	0	0	0	-	-	-	-
MISSOURI	0	0	0	0	-	-	-	-
MONTANA	0	0	0	0	-	-	-	-
NEBRASKA	0	0	0	0	-	-	-	-
NEVADA	0	0	0	0	-	-	-	-
NEW HAMPSHIRE	0	0	0	0	-	-	-	-
NEW JERSEY	0	0	22	0	0.00	0.00	100.00	0.00
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	0	0	2	0	0.00	0.00	100.00	0.00
NORTH CAROLINA	1	0	15	0	6.25	0.00	93.75	0.00
NORTH DAKOTA	0	0	1	0	0.00	0.00	100.00	0.00
OHIO	0	8	6	0	0.00	57.14	42.86	0.00
OKLAHOMA	0	0	0	0	-	-	-	-
OREGON	0	0	0	0	-	-	-	-
PENNSYLVANIA	0	0	0	0	-	-	-	-
PUERTO RICO	0	0	0	0	-	-	-	-
RHODE ISLAND	1	0	2	0	33.33	0.00	66.67	0.00
SOUTH CAROLINA	0	0	0	0	-	-	-	-
SOUTH DAKOTA	1	0	0	0	100.00	0.00	0.00	0.00
TENNESSEE	0	0	2	0	0.00	0.00	100.00	0.00
TEXAS	11	10	3	3	40.74	37.04	11.11	11.11
UTAH	0	0	0	0	-	-	-	-
VERMONT	0	1	0	0	0.00	100.00	0.00	0.00
VIRGINIA	0	0	6	0	0.00	0.00	100.00	0.00
WASHINGTON	0	0	1	0	0.00	0.00	100.00	0.00
WEST VIRGINIA	0	0	0	0	-	-	-	-
WISCONSIN	0	5	0	0	0.00	100.00	0.00	0.00
WYOMING	1	1	1	0	33.33	33.33	33.33	0.00
AMERICAN SAMOA	0	0	0	0	-	-	-	-
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	0	0	0	0	-	-	-	-
U.S. AND TERRITORIES	29	79	131	3	11.98	32.64	54.13	1.24

(Continued)

Table 3C4

NUMBER AND PERCENT OF CHILDREN 18 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1981-1982

STATE	NON-CATEGORICAL NUMBER				NON-CATEGORICAL PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	1	0	0	0	100.00	0.00	0.00	0.00
ALASKA	0	0	0	0	-	-	-	-
ARIZONA	0	0	0	0	-	-	-	-
ARKANSAS	0	0	0	0	-	-	-	-
CALIFORNIA	0	0	0	0	-	-	-	-
COLORADO	0	0	0	0	-	-	-	-
CONNECTICUT	208	5	3	1	95.85	2.30	1.38	0.46
DELAWARE	0	0	0	0	-	-	-	-
DISTRICT OF COLUMBIA	0	1	0	0	0.00	100.00	0.00	0.00
FLORIDA	0	0	0	0	-	-	-	-
GEORGIA	0	0	0	0	-	-	-	-
HAWAII	0	0	0	0	-	-	-	-
IDAHO	0	0	0	0	-	-	-	-
ILLINOIS	0	0	0	0	-	-	-	-
INDIANA	0	0	0	0	-	-	-	-
IOWA	0	0	0	0	-	-	-	-
KANSAS	0	0	0	0	-	-	-	-
KENTUCKY	561	55	0	0	91.07	8.93	0.00	0.00
LOUISIANA	0	0	0	0	-	-	-	-
MAINE	0	0	0	0	-	-	-	-
MARYLAND	0	0	0	0	-	-	-	-
MASSACHUSETTS	0	0	0	0	-	-	-	-
MICHIGAN	0	0	0	0	-	-	-	-
MINNESOTA	0	0	0	0	-	-	-	-
MISSISSIPPI	0	0	0	0	-	-	-	-
MISSOURI	0	0	0	0	-	-	-	-
MONTANA	0	0	0	0	-	-	-	-
NEBRASKA	0	0	0	0	-	-	-	-
NEVADA	0	0	0	0	-	-	-	-
NEW HAMPSHIRE	0	0	0	0	-	-	-	-
NEW JERSEY	0	0	0	0	-	-	-	-
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	0	0	0	0	-	-	-	-
NORTH CAROLINA	0	0	0	0	-	-	-	-
NORTH DAKOTA	0	0	0	0	-	-	-	-
OHIO	0	0	0	0	-	-	-	-
OKLAHOMA	0	0	0	0	-	-	-	-
OREGON	0	0	0	0	-	-	-	-
PENNSYLVANIA	0	0	0	0	-	-	-	-
PUERTO RICO	0	0	0	0	-	-	-	-
RHODE ISLAND	0	0	0	0	-	-	-	-
SOUTH CAROLINA	0	0	0	0	-	-	-	-
SOUTH DAKOTA	0	0	0	0	-	-	-	-
TENNESSEE	0	0	0	0	-	-	-	-
TEXAS	0	0	0	0	-	-	-	-
UTAH	0	0	0	0	-	-	-	-
VERMONT	0	0	0	0	-	-	-	-
VIRGINIA	0	0	0	0	-	-	-	-
WASHINGTON	0	0	0	0	-	-	-	-
WEST VIRGINIA	0	0	0	0	-	-	-	-
WISCONSIN	0	0	0	0	-	-	-	-
WYOMING	3	2	0	0	60.00	40.00	0.00	0.00
AMERICAN SAMOA	0	0	0	0	-	-	-	-
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	0	0	0	0	-	-	-	-
U.S. AND TERRITORIES	773	63	3	1	92.02	7.50	0.36	0.12

Table 3C5

SERVICES PROVIDED TO HANDICAPPED CHILDREN IN PUBLIC
AND PRIVATE INSTITUTIONS DURING SCHOOL YEAR 1981-82
AS REPORTED BY STATES ON THE ANNUAL DATA REPORT

STATE	PUBLIC	PRIVATE	TOTAL
ALABAMA	-	-	-
ALASKA	10,534	28	10,562
ARIZONA	59,302	1,797	61,099
ARKANSAS	47,823	1,955	49,778
CALIFORNIA	353,241	4,438	357,679
COLORADO	56,098	350	56,448
CONNECTICUT	63,338	2,928	66,266
DELAWARE	11,929	147	12,076
DISTRICT OF COLUMBIA	6,587	1,015	7,602
FLORIDA	148,562	2,374	150,936
GEORGIA	115,274	185	115,459
GUAM	-	-	-
HAWAII	11,946	0	11,946
IDAHO	16,724	113	16,837
ILLINOIS	244,169	7,834	252,003
INDIANA	97,621	26	97,647
IOWA	56,931	96	57,027
KANSAS	38,949	1,382	40,331
KENTUCKY	71,732	230	71,962
LOUISIANA	81,879	327	82,206
MAINE	24,382	1,565	25,947
MARYLAND	92,426	1,330	93,756
MASSACHUSETTS	128,328	6,305	134,633
MICHIGAN	149,714	5,492	155,206
MINNESOTA	77,650	796	78,446
MISSISSIPPI	47,927	1,520	49,447
MISSOURI	99,984	0	99,984
MONTANA	397	40	437
NEBRASKA	29,729	1,636	31,365
NEVADA	11,847	100	11,947
NEW HAMPSHIRE	13,224	1,509	14,733
NEW JERSEY	155,868	19,562	175,430
NEW MEXICO	-	-	-
NEW YORK	215,153	14,940	230,093
NORTH CAROLINA	131,068	279	131,347
NORTH DAKOTA	10,158	53	10,211
OHIO	13,274	0	13,274
OKLAHOMA	64	115	179
OREGON	44,308	481	44,789
PENNSYLVANIA	183,122	7,797	190,919
PUERTO RICO	27,787	256	28,043
RHODE ISLAND	20,240	404	20,644
SOUTH CAROLINA	71,400	16	71,416
SOUTH DAKOTA	11,171	351	11,522
TENNESSEE	101,710	749	102,459
TEXAS	274,766	1,686	276,452
UTAH	38,145	6	38,151
VERMONT	199	59	258
VIRGINIA	93,994	1,609	95,603
VIRGIN ISLANDS	-	-	-
WASHINGTON	62,804	1,112	63,916
WEST VIRGINIA	851	51	902
WISCONSIN	70,992	894	71,886
WYOMING	9,627	66	9,693
AMERICAN SAMOA	252	0	252
BUR. OF INDIAN AFFAIRS	4,575	283	4,858
TRUST TERRITORIES	-	-	-
NORTHERN MARIANAS	-	-	-

STATES HAVE DIFFERED IN THEIR INTERPRETATION OF WHAT IS A PUBLIC AND WHAT IS A PRIVATE INSTITUTION. SEP IS WORKING WITH THE SEAS TO CLARIFY THIS CATEGORIZATION AND TO IMPROVE THE VALIDITY OF THE DATA.

Table 3D1

CENSUS PROJECTIONS
BY STATE FOR 3-21 YEAR OLDS
(HANDICAPPED AND NONHANDICAPPED)

STATE	NUMBER 1976-77	NUMBER 1981-82	NUMBER 1982-83	CHANGE IN NUMBER 1982-83 LESS 1976-77	CHANGE IN NUMBER 1982-83 LESS 1981-82	PERCENT CHANGE IN NUMBER 1982-83 LESS 1976-77	PERCENT CHANGE IN NUMBER 1982-83 LESS 1981-82
ALABAMA	1,276,000	1,284,978	1,235,000	-41,000	-49,978	-3.21	-3.89
ALASKA	171,000	138,099	148,000	-23,000	9,901	-13.45	7.17
ARIZONA	788,000	872,258	863,000	75,000	-9,258	9.52	-1.06
ARKANSAS	704,000	729,101	699,000	-5,000	-30,101	-0.71	-4.13
CALIFORNIA	7,092,000	7,164,089	7,095,000	3,000	-69,089	0.04	-0.96
COLORADO	900,000	910,222	908,000	8,000	-2,222	0.89	-0.24
CONNECTICUT	1,021,000	933,900	893,000	-128,000	-40,900	-12.54	-4.38
DELAWARE	205,000	191,071	183,000	-22,000	-8,071	-10.73	-4.22
DISTRICT OF COLUMBIA	227,000	177,462	165,000	-62,000	-12,462	-27.31	-7.02
FLORIDA	2,525,000	2,666,288	2,693,000	168,000	26,712	6.65	1.00
GEORGIA	1,778,000	1,817,280	1,797,000	19,000	-20,280	1.07	-1.12
GUAM	-	-	-	-	-	-	-
HAWAII	321,000	307,786	304,000	-17,000	-3,786	-5.30	-1.23
IDAHO	297,000	320,320	317,000	20,000	-3,320	6.73	-1.04
ILLINOIS	3,802,000	3,593,769	3,428,000	-374,000	-165,769	-9.84	-4.61
INDIANA	1,854,000	1,795,828	1,700,000	-154,000	-95,828	-8.31	-5.34
IOWA	970,000	917,583	865,000	-105,000	-52,583	-10.82	-5.73
KANSAS	763,000	727,195	705,000	-58,000	-22,195	-7.60	-3.05
KENTUCKY	1,181,000	1,199,189	1,144,000	-37,000	-55,189	-3.13	-4.60
LOUISIANA	1,444,000	1,456,039	1,438,000	-6,000	-18,039	-0.42	-1.24
MAINE	368,000	357,378	341,000	-27,000	-16,378	-7.34	-4.58
MARYLAND	1,437,000	1,318,379	1,259,000	-178,000	-59,379	-12.39	-4.50
MASSACHUSETTS	1,930,000	1,744,291	1,649,000	-281,000	-95,291	-14.56	-5.46
MICHIGAN	3,267,000	3,058,969	2,846,000	-421,000	-212,969	-12.89	-6.96
MINNESOTA	1,393,000	1,306,371	1,253,000	-140,000	-53,371	-10.05	-4.09
MISSISSIPPI	882,000	886,752	855,000	-27,000	-31,752	-3.06	-3.58
MISSOURI	1,587,000	1,517,424	1,459,000	-128,000	-58,424	-8.07	-3.85
MONTANA	265,000	251,853	243,000	-22,000	-8,853	-8.30	-3.52
NEBRASKA	528,000	494,142	477,000	-51,000	-17,142	-9.66	-3.47
NEVADA	211,000	238,529	250,000	39,000	11,471	18.48	4.81
NEW HAMPSHIRE	281,000	291,856	284,000	3,000	-7,856	1.07	-2.69
NEW JERSEY	2,398,000	2,171,000	2,123,000	-275,000	-48,000	-11.47	-2.21
NEW MEXICO	447,000	450,613	448,000	1,000	-2,613	0.22	-0.58
NEW YORK	5,814,000	5,257,536	5,049,000	-765,000	-208,536	-13.16	-3.97
NORTH CAROLINA	1,883,000	1,900,214	1,829,000	-54,000	-71,214	-2.87	-3.75
NORTH DAKOTA	230,000	213,548	206,000	-24,000	-7,548	-10.43	-3.53
OHIO	3,687,000	3,426,906	3,258,000	-429,000	-168,906	-11.64	-4.93
OKLAHOMA	906,000	946,568	952,000	46,000	5,432	5.08	0.57
OREGON	752,000	785,635	755,000	3,000	-30,635	0.40	-3.90
PENNSYLVANIA	3,793,000	3,549,595	3,337,000	-456,000	-212,595	-12.02	-5.99
PUERTO RICO	-	-	-	-	-	-	-
RHODE ISLAND	308,000	285,950	270,000	-38,000	-15,950	-12.34	-5.58
SOUTH CAROLINA	1,035,000	1,061,594	1,028,000	-7,000	-33,594	-0.68	-3.16
SOUTH DAKOTA	241,000	226,116	214,000	-27,000	-12,116	-11.20	-5.36
TENNESSEE	1,413,000	1,450,235	1,398,000	-15,000	-52,235	-1.06	-3.60
TEXAS	4,446,000	4,722,409	4,849,000	403,000	126,591	9.06	2.68
UTAH	481,000	540,726	575,000	94,000	34,274	19.54	6.34
VERMONT	168,000	166,990	156,000	-12,000	-10,990	-7.14	-6.58
VIRGINIA	1,754,000	1,681,527	1,640,000	-114,000	-41,527	-6.50	-2.47
VIRGIN ISLANDS	-	-	-	-	-	-	-
WASHINGTON	1,217,000	1,262,325	1,234,000	17,000	-28,325	1.40	-2.24
WEST VIRGINIA	592,000	612,566	583,000	-9,000	-29,566	-1.52	-4.83
WISCONSIN	1,613,000	1,523,998	1,456,000	-157,000	-67,998	-9.73	-4.46
WYOMING	136,000	155,292	158,000	22,000	2,708	16.18	1.74
AMERICAN SAMOA	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-
U.S. AND TERRITORIES	72,782,000	71,059,744	69,014,000	-3,768,000	-2,045,744	-5.18	-2.88
50 STATES AND D.C.	72,782,000	71,059,744	69,014,000	-3,768,000	-2,045,744	-5.18	-2.88

POPULATION COUNTS ARE JULY ESTIMATES FROM THE CENSUS BUREAU. THE 1982-83 DATA ARE UNPUBLISHED DATA FROM THE CENSUS BUREAU.
1976-77 DATA FOR THE 3-5, 6-17, AND 18-21 YEAR OLD AGE GROUPS WERE ESTIMATED FROM THE 3-21 YEAR OLD AGE GROUP.
FOR 1981-82 AND 1982-83, 3-5 AND 6-17 YEAR OLD AGE GROUP DATA WAS ESTIMATED FROM 3-4 AND 5-17 AGE GROUP DATA PROVIDED BY THE CENSUS.

Table 3D2

CENSUS PROJECTIONS
BY STATE FOR 3-5 YEAR OLDS
(HANDICAPPED AND NONHANDICAPPED)

STATE	NUMBER 1976-77	NUMBER 1981-82	NUMBER 1982-83	CHANGE IN NUMBER 1982-83 LESS 1976-77	CHANGE IN NUMBER 1982-83 LESS 1981-82	PERCENT CHANGE IN NUMBER 1982-83 LESS 1976-77	PERCENT CHANGE IN NUMBER 1982-83 LESS 1981-82
ALABAMA	175,341	174,882	174,979	-362	97	-0.21	0.06
ALASKA	24,068	22,003	23,265	-803	1,262	-3.34	5.74
ARIZONA	120,127	124,818	127,942	7,815	3,124	6.51	2.50
ARKANSAS	101,569	103,161	102,480	911	-681	0.90	-0.66
CALIFORNIA	909,219	990,985	1,011,264	102,045	20,279	11.22	2.05
COLORADO	120,145	126,661	129,661	9,516	3,000	7.92	2.37
CONNECTICUT	113,358	108,958	108,857	-4,501	-101	-3.97	-0.09
DELAWARE	25,241	23,491	24,380	-861	889	-3.41	3.78
DISTRICT OF COLUMBIA	27,938	19,250	19,034	-8,904	-216	-31.87	-1.12
FLORIDA	344,352	346,608	354,381	10,029	7,773	2.91	2.24
GEORGIA	249,132	247,284	250,374	1,242	3,090	0.50	1.25
GUAM	-	-	-	-	-	-	-
HAWAII	45,097	44,084	45,084	-13	1,000	-0.03	2.27
IDAHO	44,631	54,038	55,174	10,543	1,136	23.62	2.10
ILLINOIS	499,178	484,621	484,246	-14,932	-375	-2.99	-0.08
INDIANA	246,507	243,897	241,903	-4,604	-1,994	-1.87	-0.82
IOWA	118,766	127,139	127,361	8,595	222	7.24	0.17
KANSAS	96,784	104,013	105,826	9,042	1,813	9.34	1.74
KENTUCKY	162,249	164,582	163,494	1,245	-1,088	0.77	-0.66
LOUISIANA	198,917	209,758	213,576	14,659	3,818	7.37	1.82
MAINE	47,644	45,946	45,552	-2,092	-394	-4.39	-0.86
MARYLAND	164,831	159,117	158,267	-6,564	-850	-3.98	-0.53
MASSACHUSETTS	213,304	198,162	198,058	-15,246	-104	-7.15	-0.05
MICHIGAN	413,467	396,174	391,394	-22,073	-4,780	-5.34	-1.21
MINNESOTA	166,645	175,567	179,576	12,931	4,009	7.76	2.28
MISSISSIPPI	130,900	125,214	125,721	-5,179	507	-3.96	0.40
MISSOURI	205,393	204,897	206,654	1,261	1,757	0.61	0.86
MONTANA	35,214	36,776	37,713	2,499	937	7.10	2.55
NEBRASKA	69,511	70,947	71,758	2,247	811	3.23	1.14
NEVADA	27,838	33,488	34,658	6,820	1,170	24.50	3.49
NEW HAMPSHIRE	34,881	37,266	38,153	3,272	887	9.38	2.38
NEW JERSEY	290,746	232,408	233,094	-57,652	686	-19.83	0.30
NEW MEXICO	64,122	66,064	68,064	3,942	2,000	6.15	3.03
NEW YORK	702,865	664,142	661,258	-41,607	-2,884	-5.92	-0.43
NORTH CAROLINA	252,156	242,172	242,998	-9,158	826	-3.63	0.34
NORTH DAKOTA	30,231	31,807	31,807	1,576	0	5.21	0.00
OHIO	470,129	456,683	457,312	-12,817	629	-2.73	0.14
OKLAHOMA	126,173	138,065	141,444	15,271	3,379	12.10	2.45
OREGON	98,561	114,347	114,673	16,112	326	16.35	0.29
PENNSYLVANIA	460,377	438,144	437,318	-23,059	-826	-5.01	-0.19
PUERTO RICO	-	-	-	-	-	-	-
RHODE ISLAND	35,362	33,869	33,548	-1,814	-321	-5.13	-0.95
SOUTH CAROLINA	144,888	141,619	142,022	-2,866	403	-1.98	0.28
SOUTH DAKOTA	32,481	32,219	33,095	614	876	1.89	2.72
TENNESSEE	192,024	193,003	194,052	2,028	1,049	1.06	0.54
TEXAS	634,321	691,525	718,142	83,821	26,617	13.21	3.85
UTAH	81,356	108,877	113,001	31,645	4,124	38.90	3.79
VERMONT	20,524	20,766	20,596	72	-170	0.35	-0.82
VIRGINIA	216,877	211,920	213,777	-3,100	1,857	-1.43	0.88
VIRGIN ISLANDS	-	-	-	-	-	-	-
WASHINGTON	147,905	178,330	180,673	32,768	2,343	22.15	1.31
WEST VIRGINIA	84,025	86,828	86,454	2,429	-374	2.89	-0.43
WISCONSIN	192,191	200,849	202,625	10,434	1,776	5.43	0.88
WYOMING	19,946	26,329	27,536	7,590	1,207	38.05	4.58
AMERICAN SAMOA	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-
U.S. AND TERRITORIES	9,429,510	9,513,753	9,604,274	174,764	90,521	1.85	0.95
50 STATES AND D.C.	9,429,510	9,513,753	9,604,274	174,764	90,521	1.85	0.95

POPULATION COUNTS ARE JULY ESTIMATES FROM THE CENSUS BUREAU. THE 1982-83 DATA ARE UNPUBLISHED DATA FROM THE CENSUS BUREAU.
1976-77 DATA FOR THE 3-5, 6-17, AND 18-21 YEAR OLD AGE GROUPS WERE ESTIMATED FROM THE 3-21 YEAR OLD AGE GROUP.
FOR 1981-82 AND 1982-83, 3-5 AND 6-17 YEAR OLD AGE GROUP DATA WAS ESTIMATED FROM 3-4 AND 5-17 AGE GROUP DATA PROVIDED BY THE CENSUS.

Table 3D3

CENSUS PROJECTIONS
BY STATE FOR 6-17 YEAR OLDS
(HANDICAPPED AND NONHANDICAPPED)

STATE	NUMBER 1976-77	NUMBER 1981-82	NUMBER 1982-83	CHANGE IN NUMBER 1982-83 LESS 1976-77	CHANGE IN NUMBER 1982-83 LESS 1981-82	PERCENT CHANGE IN NUMBER 1982-83 LESS 1976-77	PERCENT CHANGE IN NUMBER 1982-83 LESS 1981-82
ALABAMA	812,953	786,118	771,021	-41,932	-15,097	-5.16	-1.92
ALASKA	102,411	84,997	87,735	-14,676	2,738	-14.33	3.22
ARIZONA	490,548	532,182	531,058	40,510	-1,124	8.26	-0.21
ARKANSAS	450,431	448,839	438,520	-11,911	-10,319	-2.64	-2.30
CALIFORNIA	4,446,498	4,283,015	4,250,736	-195,762	-32,279	-4.40	-0.75
COLORADO	551,093	544,339	541,339	-9,754	-3,000	-1.77	-0.55
CONNECTICUT	671,319	577,042	556,143	-115,176	-20,899	-17.16	-3.62
DELAWARE	128,764	111,509	108,620	-20,144	-2,889	-15.64	-2.59
DISTRICT OF COLUMBIA	136,585	96,750	92,966	-43,619	-3,784	-31.94	-3.91
FLORIDA	1,586,530	1,674,392	1,662,619	76,089	-11,773	4.80	-0.70
GEORGIA	1,120,109	1,125,716	1,107,626	-12,483	-18,090	-1.11	-1.61
GUAM	-	-	-	-	-	-	-
HAWAII	191,110	180,916	179,916	-11,194	-1,000	-5.86	-0.55
IDAHO	186,590	195,962	196,826	10,236	864	5.49	0.44
ILLINOIS	2,429,966	2,160,379	2,103,754	-326,212	-56,625	-13.42	-2.62
INDIANA	1,182,681	1,078,103	1,047,097	-135,584	-31,006	-11.46	-2.88
IOWA	632,399	543,861	530,639	-101,760	-13,222	-16.09	-2.43
KANSAS	473,180	423,987	419,174	-54,006	-4,813	-11.41	-1.14
KENTUCKY	746,989	722,418	705,506	-41,483	-16,912	-5.55	-2.34
LOUISIANA	923,076	891,242	884,424	-38,652	-6,818	-4.19	-0.76
MAINE	237,130	220,054	213,448	-23,682	-6,606	-9.99	-3.00
MARYLAND	928,271	807,883	773,733	-154,538	-34,150	-16.65	-4.23
MASSACHUSETTS	1,242,391	1,040,838	1,000,942	-241,449	-39,896	-19.43	-3.83
MICHIGAN	2,095,777	1,846,826	1,768,606	-327,171	-78,220	-15.61	-4.24
MINNESOTA	898,231	777,433	756,424	-141,807	-21,009	-15.79	-2.70
MISSISSIPPI	562,604	543,786	535,279	-27,325	-8,507	-4.86	-1.56
MISSOURI	1,003,075	908,103	885,346	-117,729	-22,757	-11.74	-2.51
MONTANA	169,330	152,224	150,287	-19,043	-1,937	-11.25	-1.27
NEBRASKA	332,339	292,053	288,242	-44,097	-3,811	-13.27	-1.30
NEVADA	135,073	151,512	153,342	18,269	1,830	13.53	1.21
NEW HAMPSHIRE	183,785	178,734	175,847	-7,938	-2,887	-4.32	-1.62
NEW JERSEY	1,587,994	1,425,592	1,379,906	-208,088	-45,686	-13.10	-3.20
NEW MEXICO	280,878	276,936	274,936	-5,942	-2,000	-2.12	-0.72
NEW YORK	3,793,733	3,211,858	3,126,742	-666,991	-85,116	-17.58	-2.65
NORTH CAROLINA	1,181,836	1,140,828	1,120,002	-61,834	-20,826	-5.23	-1.83
NORTH DAKOTA	144,042	124,193	124,193	-19,849	0	-13.78	0.00
OHIO	2,355,041	2,074,317	2,016,688	-338,353	-57,629	-14.37	-2.78
OKLAHOMA	564,589	574,935	577,556	12,967	2,621	2.30	0.46
OREGON	478,903	478,653	467,327	-11,576	-11,326	-2.42	-2.37
PENNSYLVANIA	2,454,642	2,143,856	2,075,682	-378,960	-68,174	-15.44	-3.18
PUERTO RICO	-	-	-	-	-	-	-
RHODE ISLAND	199,207	169,131	163,452	-35,755	-5,679	-17.95	-3.36
SOUTH CAROLINA	645,989	639,381	628,978	-17,011	-10,403	-2.63	-1.63
SOUTH DAKOTA	151,333	131,781	128,905	-22,428	-2,876	-14.82	-2.18
TENNESSEE	899,154	882,997	865,948	-33,206	-17,049	-3.69	-1.93
TEXAS	2,779,661	2,922,475	2,969,858	190,197	47,383	6.84	1.62
UTAH	286,294	330,123	340,999	54,705	10,876	19.11	3.29
VERMONT	108,007	98,234	95,404	-12,603	-2,830	-11.67	-2.88
VIRGINIA	1,090,502	1,011,080	989,223	-101,279	-21,857	-9.29	-2.16
VIRGIN ISLANDS	-	-	-	-	-	-	-
WASHINGTON	776,411	765,670	752,327	-24,084	-13,343	-3.10	-1.74
WEST VIRGINIA	380,112	376,172	370,546	-9,566	-5,626	-2.52	-1.50
WISCONSIN	1,043,493	911,151	888,375	-155,118	-22,776	-14.87	-2.50
WYOMING	84,744	94,671	96,464	11,720	1,793	13.83	1.89
AMERICAN SAMOA	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-
U.S. AND TERRITORIES	46,337,802	43,165,247	42,370,726	-3,967,076	-794,521	-8.56	-1.84
50 STATES AND D.C.	46,337,802	43,165,247	42,370,726	-3,967,076	-794,521	-8.56	-1.84

POPULATION COUNTS ARE JULY ESTIMATES FROM THE CENSUS BUREAU. THE 1982-83 DATA ARE UNPUBLISHED DATA FROM THE CENSUS BUREAU.
1976-77 DATA FOR THE 3-5, 6-17, AND 18-21 YEAR OLD AGE GROUPS WERE ESTIMATED FROM THE 3-21 YEAR OLD AGE GROUP.
FOR 1981-82 AND 1982-83, 3-5 AND 6-17 YEAR OLD AGE GROUP DATA WAS ESTIMATED FROM 3-4 AND 5-17 AGE GROUP DATA PROVIDED BY THE CENSUS.

Table 3D4

CENSUS PROJECTIONS
BY STATE FOR 18-21 YEAR OLDS
(HANDICAPPED AND NONHANDICAPPED)

STATE	NUMBER 1976-77	NUMBER 1981-82	NUMBER 1982-83	CHANGE IN NUMBER 1982-83 LESS 1976-77	CHANGE IN NUMBER 1982-83 LESS 1981-82	PERCENT CHANGE IN NUMBER 1982-83 LESS 1976-77	PERCENT CHANGE IN NUMBER 1982-83 LESS 1981-82
ALABAMA	287,706	296,000	289,000	1,294	-7,000	0.45	-2.36
ALASKA	44,521	34,000	37,000	-7,521	3,000	-16.89	8.82
ARIZONA	177,325	209,000	204,000	26,675	-5,000	15.04	-2.39
ARKANSAS	152,000	162,000	158,000	6,000	-4,000	3.95	-2.47
CALIFORNIA	1,736,283	1,839,000	1,833,000	96,717	-6,000	5.57	-0.33
COLORADO	228,763	238,000	237,000	8,237	-1,000	3.60	-0.42
CONNECTICUT	236,324	227,000	228,000	-8,324	1,000	-3.52	0.44
DELAWARE	50,995	50,000	50,000	-995	0	-1.95	0.00
DISTRICT OF COLUMBIA	62,477	54,000	53,000	-9,477	-1,000	-15.17	-1.85
FLORIDA	594,118	675,000	676,000	81,882	1,000	13.78	0.15
GEORGIA	408,759	435,000	439,000	30,241	4,000	7.40	0.92
GUAM	-	-	-	-	-	-	-
HAWAII	84,792	79,000	79,000	-5,792	0	-6.83	0.00
IDAHO	65,779	68,000	65,000	-779	-3,000	-1.18	-4.41
ILLINOIS	872,856	859,000	840,000	-32,856	-19,000	-3.76	-2.21
INDIANA	424,812	421,000	411,000	-13,812	-10,000	-3.25	-2.38
IOWA	218,835	218,000	207,000	-11,835	-11,000	-5.41	-5.05
KANSAS	193,036	185,000	180,000	-13,036	-5,000	-6.75	-2.70
KENTUCKY	271,761	282,000	275,000	3,239	-7,000	1.19	-2.48
LOUISIANA	322,007	346,000	340,000	17,993	-6,000	5.59	-1.73
MAINE	83,226	84,000	82,000	-1,226	-2,000	-1.47	-2.38
MARYLAND	343,897	325,000	327,000	-16,897	2,000	-4.91	0.62
MASSACHUSETTS	474,305	455,000	450,000	-24,305	-5,000	-5.12	-1.10
MICHIGAN	757,757	707,000	686,000	-71,757	-21,000	-9.47	-2.97
MINNESOTA	328,124	324,000	317,000	-11,124	-7,000	-3.39	-2.16
MISSISSIPPI	188,496	201,000	194,000	5,504	-7,000	2.92	-3.48
MISSOURI	378,532	373,000	367,000	-11,532	-6,000	-3.05	-1.61
MONTANA	60,456	58,000	55,000	-5,456	-3,000	-9.03	-5.17
NEBRASKA	126,150	121,000	117,000	-9,150	-4,000	-7.25	-3.31
NEVADA	48,088	61,000	62,000	13,912	1,000	28.93	1.64
NEW HAMPSHIRE	62,335	71,000	70,000	7,665	-1,000	12.30	-1.41
NEW JERSEY	519,260	513,000	510,000	-9,260	-3,000	-1.78	-0.58
NEW MEXICO	102,000	105,000	105,000	3,000	0	2.94	0.00
NEW YORK	1,317,403	1,263,000	1,261,000	-56,403	-2,000	-4.28	-0.16
NORTH CAROLINA	449,008	477,000	466,000	16,992	-11,000	3.78	-2.31
NORTH DAKOTA	55,727	54,000	50,000	-5,727	-4,000	-10.28	-7.41
OHIO	861,830	797,000	784,000	-77,830	-13,000	-9.03	-1.63
OKLAHOMA	215,238	234,000	233,000	17,762	-1,000	8.25	-0.43
OREGON	174,536	180,000	173,000	-1,536	-7,000	-0.88	-3.89
PENNSYLVANIA	877,981	849,000	824,000	-53,981	-25,000	-6.15	-2.94
PUERTO RICO	-	-	-	-	-	-	-
RHODE ISLAND	73,430	76,000	73,000	-430	-3,000	-0.59	-3.95
SOUTH CAROLINA	244,123	264,000	257,000	12,877	-7,000	5.27	-2.65
SOUTH DAKOTA	57,186	54,000	52,000	-5,186	-2,000	-9.07	-3.70
TENNESSEE	321,822	345,000	338,000	16,178	-7,000	5.03	-2.03
TEXAS	1,032,018	1,149,000	1,161,000	128,982	12,000	12.50	1.04
UTAH	113,350	120,000	121,000	7,650	1,000	6.75	0.83
VERMONT	39,470	42,000	40,000	530	-2,000	1.34	-4.76
VIRGINIA	446,620	437,000	437,000	-9,620	0	-2.15	0.00
VIRGIN ISLANDS	-	-	-	-	-	-	-
WASHINGTON	292,683	310,000	301,000	8,317	-9,000	2.84	-2.90
WEST VIRGINIA	127,864	132,000	126,000	-1,864	-6,000	-1.46	-4.55
WISCONSIN	377,316	373,000	365,000	-12,316	-8,000	-3.26	-2.14
WYOMING	31,309	36,000	34,000	2,691	-2,000	8.59	-5.56
AMERICAN SAMOA	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-
U.S. AND TERRITORIES	17,014,688	17,267,000	17,039,000	24,312	-228,000	0.14	-1.32
50 STATES AND D.C.	17,014,688	17,267,000	17,039,000	24,312	-228,000	0.14	-1.32

POPULATION COUNTS ARE JULY ESTIMATES FROM THE CENSUS BUREAU. THE 1982-83 DATA ARE UNPUBLISHED DATA FROM THE CENSUS BUREAU. 1976-77 DATA FOR THE 3-5, 6-17, AND 18-21 YEAR OLD AGE GROUPS WERE ESTIMATED FROM THE 3-21 YEAR OLD AGE GROUP. FOR 1981-82 AND 1982-83, 3-5 AND 6-17 YEAR OLD AGE GROUP DATA WAS ESTIMATED FROM 3-4 AND 5-17 AGE GROUP DATA PROVIDED BY THE CENSUS.

Table 3D5

ENROLLMENT
BY STATE FOR 5-17 YEAR OLDS
(HANDICAPPED AND NONHANDICAPPED)

	NUMBER			CHANGE IN NUMBER		PERCENT CHANGE IN NUMBER	
STATE	1976-77	1981-82	1982-83	1982-83 LESS 1976-77	1982-83 LESS 1981-82	1982-83 LESS 1976-77	1982-83 LESS 1981-82
ALABAMA	752,507	743,448	741,000	-11,507	-2,448	-1.53	-0.33
ALASKA	91,190	90,858	92,000	810	1,142	0.89	1.26
ARIZONA	502,817	507,199	508,000	5,183	801	1.03	0.16
ARKANSAS	460,593	437,121	432,000	-28,593	-5,121	-6.21	-1.17
CALIFORNIA	4,380,300	4,046,156	4,023,000	-357,300	-23,156	-8.16	-0.57
COLORADO	570,000	544,174	542,000	-28,000	-2,174	-4.91	-0.40
CONNECTICUT	635,000	505,386	483,000	-152,000	-22,386	-23.94	-4.43
DELAWARE	122,273	95,072	92,000	-30,273	-3,072	-24.76	-3.23
DISTRICT OF COLUMBIA	125,848	94,975	91,000	-34,848	-3,975	-27.69	-4.19
FLORIDA	1,537,336	1,487,721	1,485,000	-52,336	-2,721	-3.40	-0.18
GEORGIA	1,095,142	1,056,117	1,048,000	-47,142	-8,117	-4.30	-0.77
GUAM	28,570	0	24,000	-4,570	24,000	-16.00	-
HAWAII	174,943	162,805	161,000	-13,943	-1,805	-7.97	-1.11
IDAHO	200,005	204,524	206,000	5,995	1,476	3.00	0.72
ILLINOIS	2,238,129	1,924,084	1,892,000	-346,129	-32,084	-15.47	-1.67
INDIANA	1,163,179	1,025,172	1,002,000	-161,179	-23,172	-13.86	-2.26
IOWA	605,127	516,216	503,000	-102,127	-13,216	-16.88	-2.56
KANSAS	436,526	409,909	404,000	-32,526	-5,909	-7.45	-1.44
KENTUCKY	694,000	658,350	650,000	-44,000	-8,350	-6.34	-1.27
LOUISIANA	839,499	782,053	775,000	-64,499	-7,053	-7.68	-0.90
MAINE	248,822	216,293	210,000	-38,822	-6,293	-15.60	-2.91
MARYLAND	860,929	721,841	698,000	-162,929	-23,841	-18.92	-3.30
MASSACHUSETTS	1,172,000	996,555	974,000	-198,000	-22,555	-16.89	-2.26
MICHIGAN	2,035,703	1,803,034	1,730,000	-305,703	-73,034	-15.02	-4.05
MINNESOTA	862,591	733,741	714,000	-148,591	-19,741	-17.23	-2.69
MISSISSIPPI	510,209	471,615	467,000	-43,209	-4,615	-8.47	-0.98
MISSOURI	950,142	818,705	797,000	-153,142	-21,705	-16.12	-2.65
MONTANA	170,552	153,435	151,000	-19,552	-2,435	-11.46	-1.59
NEBRASKA	312,024	273,340	267,000	-45,024	-6,340	-14.43	-2.32
NEVADA	141,791	151,339	153,000	11,209	1,661	7.91	1.10
NEW HAMPSHIRE	175,496	163,827	161,000	-14,496	-2,827	-8.26	-1.73
NEW JERSEY	1,427,000	1,199,000	1,161,000	-266,000	-38,000	-18.64	-3.17
NEW MEXICO	284,719	268,091	266,000	-18,719	-2,091	-6.57	-0.78
NEW YORK	3,378,997	2,760,774	2,667,000	-711,997	-93,774	-21.07	-3.40
NORTH CAROLINA	1,191,316	1,108,960	1,095,000	-96,316	-13,960	-8.08	-1.26
NORTH DAKOTA	129,106	117,708	116,000	-13,106	-1,708	-10.15	-1.45
OHIO	2,249,440	1,898,501	1,856,000	-393,440	-42,501	-17.49	-2.24
OKLAHOMA	597,665	582,572	583,000	-14,665	428	-2.45	0.07
OREGON	474,707	457,165	454,000	-20,707	-3,165	-4.36	-0.69
PENNSYLVANIA	2,193,673	1,839,015	1,791,000	-402,673	-48,015	-18.36	-2.61
PUERTO RICO	688,592	0	720,000	31,408	720,000	4.56	-
RHODE ISLAND	172,373	142,815	138,000	-34,373	-4,815	-19.94	-3.37
SOUTH CAROLINA	620,711	609,158	606,000	-14,711	-3,158	-2.37	-0.52
SOUTH DAKOTA	148,080	125,657	122,000	-26,080	-3,657	-17.61	-2.91
TENNESSEE	841,974	838,297	830,000	-11,974	-8,297	-1.42	-0.99
TEXAS	2,822,754	2,935,547	2,970,000	147,246	34,453	5.22	1.17
UTAH	314,471	355,554	366,000	51,529	10,446	16.39	2.94
VERMONT	104,356	93,183	91,000	-13,356	-2,183	-12.80	-2.34
VIRGINIA	1,100,723	989,548	972,000	-128,723	-17,548	-11.69	-1.77
VIRGIN ISLANDS	25,026	25,525	25,500	474	-25	1.89	-0.10
WASHINGTON	780,730	750,188	747,000	-33,730	-3,188	-4.32	-0.42
WEST VIRGINIA	404,771	377,772	374,000	-30,771	-3,772	-7.60	-1.00
WISCONSIN	945,337	804,262	782,000	-163,337	-22,262	-17.28	-2.77
WYOMING	90,587	99,541	101,000	10,413	1,459	11.50	1.47
AMERICAN SAMOA	9,950	9,896	10,000	50	104	0.50	1.05
BUR. OF INDIAN AFFAIRS	-	0	-	-	-	-	-
TRUST TERRITORIES	-	0	30,000	-	30,000	-	-
NORTHERN MARIANAS	-	5,300	5,300	-	0	-	0.00
U.S. AND TERRITORIES	45,090,301	40,189,094	40,354,800	-4,735,501	165,706	-10.50	0.41
50 STATES AND D.C.	45,090,301	40,189,094	40,354,800	-4,735,501	165,706	-10.50	0.41

ENROLLMENT COUNTS ARE FALL MEMBERSHIP COUNTS COLLECTED BY NCES.

1982-83 DATA ARE ESTIMATES FROM NCES.

Table 3E1

STATE GRANT AWARDS UNDER P.L. 94-142, FISCAL YEARS 1977-1984

STATE	FY 1977	FY 1978	FY 1979	FY 1980	FY 1981	FY 1982	FY 1983	FY 1984
ALABAMA	3,365,542	3,776,498	9,199,597	14,638,340	16,142,271	16,496,520	17,327,048	19,937,959
ALASKA	490,567	490,567	1,141,091	1,496,568	1,815,450	1,724,375	1,908,893	2,236,141
ARIZONA	1,921,124	2,537,384	6,318,460	9,480,690	10,712,944	10,967,770	11,717,476	12,552,869
ARKANSAS	1,829,462	1,829,462	4,821,148	7,810,823	9,109,702	9,870,620	10,616,820	11,254,792
CALIFORNIA	18,609,066	23,333,515	49,893,306	70,607,419	79,687,992	78,629,958	81,941,119	89,457,310
COLORADO	2,335,174	2,845,535	6,464,413	9,210,259	9,903,380	9,867,110	9,771,312	10,229,759
CONNECTICUT	2,763,013	3,922,276	9,036,317	12,608,399	13,505,455	13,989,814	14,533,536	15,591,792
DELAWARE	622,204	778,246	1,899,113	2,388,519	2,703,088	2,580,200	2,646,958	2,786,195
DISTRICT OF COLUMBIA	668,848	668,848	668,848	889,169	668,848	668,848	668,848	668,848
FLORIDA	6,380,764	7,978,528	18,585,203	25,966,473	29,403,063	29,958,710	32,555,626	36,562,960
GEORGIA	4,618,356	5,926,761	13,159,542	20,397,400	22,520,969	23,946,872	25,965,035	27,174,138
HAWAII	836,262	836,262	1,588,630	2,152,962	•2,383,302	2,459,757	2,748,419	3,013,154
IDAHO	781,714	895,985	2,630,753	3,636,051	3,969,749	3,588,499	3,847,694	4,276,543
ILLINOIS	10,221,515	14,912,002	33,570,710	46,144,147	49,727,517	46,394,459	50,744,287	55,342,585
INDIANA	5,010,905	5,839,638	12,344,388	19,349,909	20,896,619	20,124,288	20,875,421	23,034,117
IOWA	2,634,753	3,293,313	8,020,416	11,886,752	13,165,923	13,183,570	12,908,320	13,708,973
KANSAS	2,060,933	2,561,060	5,220,452	7,617,628	8,348,480	8,546,625	9,346,142	10,462,865
KENTUCKY	3,098,951	3,890,946	8,853,880	12,917,126	14,627,089	14,837,741	15,876,225	17,349,486
LOUISIANA	3,775,472	5,860,310	12,809,566	18,697,366	18,032,390	16,717,980	17,480,965	19,953,569
MAINE	960,286	1,430,099	3,093,590	4,862,830	5,178,763	5,287,864	5,609,572	6,151,929
MARYLAND	3,835,476	5,108,386	13,020,301	18,061,726	20,435,211	20,798,023	20,656,394	21,822,760
MASSACHUSETTS	5,212,919	8,442,257	19,103,830	27,132,919	29,052,864	27,899,990	28,865,300	30,764,106
MICHIGAN	8,817,578	10,074,857	22,185,712	30,918,947	32,662,429	31,811,864	32,968,142	36,019,844
MINNESOTA	3,758,157	4,935,284	11,381,563	16,675,984	18,484,039	17,542,553	17,772,234	19,075,961
MISSISSIPPI	2,317,010	2,317,010	4,836,602	8,103,290	9,331,896	9,861,845	10,989,764	12,145,083
MISSOURI	4,267,874	6,398,215	13,544,797	20,561,284	21,520,304	21,203,010	22,333,146	24,031,895
MONTANA	735,291	735,291	1,553,351	2,571,016	2,787,971	2,843,025	3,179,570	3,662,565
NEBRASKA	1,398,141	1,770,296	4,192,534	6,560,510	6,771,565	6,635,772	7,216,152	7,438,856
NEVADA	599,425	599,425	1,585,506	2,272,986	2,457,972	2,487,839	2,748,189	3,148,438
NEW HAMPSHIRE	760,460	760,460	1,410,832	2,013,039	2,032,877	2,082,632	2,692,052	2,991,598
NEW JERSEY	6,457,792	9,837,092	22,185,088	30,899,264	32,226,894	33,193,777	36,569,891	38,904,157
NEW MEXICO *	1,128,789	1,128,789	2,515,083	3,999,549	4,533,290	5,150,089	5,502,359	6,400,197
NEW YORK	15,738,278	15,782,022	33,590,847	40,613,157	44,906,897	45,334,825	51,393,775	58,056,431
NORTH CAROLINA	4,992,790	6,519,459	14,280,965	21,911,084	24,886,341	25,055,649	26,573,110	28,814,388
NORTH DAKOTA	671,532	671,532	1,353,231	1,981,589	2,092,340	1,982,812	2,265,271	2,555,520
OHIO	10,057,668	11,052,816	25,431,188	38,035,508	42,757,590	42,797,405	45,477,980	47,625,233
OKLAHOMA	2,354,020	2,846,682	7,528,703	11,954,145	13,416,260	13,487,420	14,598,185	15,856,164
OREGON	1,975,798	2,343,180	5,070,752	7,919,061	8,956,731	8,709,409	9,237,319	10,171,533
PENNSYLVANIA	10,378,532	13,806,578	26,303,162	36,715,448	39,702,260	40,047,180	40,120,105	44,079,864
PUERTO RICO	2,899,064	2,899,064	2,899,064	3,947,773	4,461,798	5,246,400	6,162,201	8,451,900
RHODE ISLAND	843,286	1,046,913	2,044,598	2,878,460	3,477,474	3,704,335	4,123,318	4,491,609
SOUTH CAROLINA	2,710,586	4,967,615	10,768,402	14,655,884	15,832,244	16,014,786	15,642,014	17,439,675
SOUTH DAKOTA	698,770	698,770	1,314,050	1,907,349	2,104,369	2,095,357	2,512,827	2,799,823
TENNESSEE	3,707,302	5,812,671	14,768,309	22,953,867	20,742,741	20,956,479	23,226,739	25,922,642
TEXAS	11,265,148	15,522,153	41,631,558	55,107,937	57,396,480	56,938,595	61,223,065	67,641,488
UTAH	1,213,009	2,057,060	5,485,978	7,307,831	7,906,859	7,592,734	8,315,888	9,262,706
VERMONT	539,113	539,113	934,501	2,113,595	2,301,143	2,139,234	2,117,566	1,747,535
VIRGINIA	4,561,746	5,296,653	12,178,610	17,937,636	19,902,990	20,741,641	21,995,403	24,171,638
WASHINGTON	3,201,385	4,867,187	7,518,556	10,492,023	11,612,612	13,254,651	13,926,360	15,073,701
WEST VIRGINIA	1,567,670	2,078,304	4,509,105	6,481,990	7,459,706	7,790,840	8,848,501	10,192,346
WISCONSIN	4,348,328	4,348,328	8,772,506	12,368,991	14,370,398	14,811,634	15,933,283	17,312,072
WYOMING	470,988	470,988	1,162,321	1,866,912	2,008,365	2,134,188	2,230,071	2,437,332
AMERICAN SAMOA	180,506	228,445	456,910	498,032	541,859	541,859	469,660	513,494
GUAM	501,668	634,920	1,269,839	1,384,125	1,505,928	1,505,928	1,348,248	1,474,082
NORTHERN MARIANAS	-	-	167,523	182,600	198,669	198,669	229,301	250,701
TRUST TERRITORIES	578,813	732,554	1,297,586	1,414,369	1,538,833	1,538,833	1,755,333	1,919,160
VIRGIN ISLANDS	319,268	404,071	808,142	880,874	958,391	958,391	1,247,663	1,364,109
BUR. OF INDIAN AFFAIRS	1,951,207	2,493,437	5,582,918	7,916,796	8,658,416	8,658,416	9,217,901	10,078,218
U.S. AND TERRITORIES	200,000,000	253,837,112	563,874,752	803,956,400	874,500,000	874,189,569	930,774,016	1,017,854,178

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* THE FIGURES REPRESENT THE AMOUNT OF FUNDS THAT NEW MEXICO WOULD HAVE RECEIVED IF IT CHOSE TO PARTICIPATE IN THE P.L. 94-142 PROGRAM. SINCE NEW MEXICO HAS CHOSEN NOT TO PARTICIPATE, THE FUNDS IT WAS ELIGIBLE TO RECEIVE HAVE BEEN DISTRIBUTED ON A PRO RATA BASIS TO THE OTHER STATES. THIS END OF YEAR DISTRIBUTION IS NOT REFLECTED IN THE ABOVE FIGURES.

Notes for Appendix 3

Sources: December 1, 1982 State Child Count Reports and FY 1982 State End-of-Year Reports. A dash in the tables indicates that the data were not available for the State.

Table 3A6

1. The age range for children counted under the EHA-B State grant program is three through 21. The age range for children counted under the P.L. 89-313 program is birth through 20. Tables reporting the combined child count under the two programs are labeled using the age range for the larger EHA-B program although some children from birth through two years of age may be included in the P.L. 89-313 count.

Tables 3B1 and 3B3

1. The pupil/teacher ratios in Table 3B3 for the United States and Territories are calculated by dividing the total child count (sum of the State child counts) by the total teacher count (sum of the State teacher counts).
2. California -- The State reported estimates of the number of special education teachers because teaching assignments in California are not categorized by handicapping condition. The estimated numbers were calculated using the ratio of pupils served by handicapping condition to total pupils served and applying the resulting factor to the total of FTE special education teachers.
3. Delaware -- The State included other personnel such as psychologists as non-categorical teachers; these personnel were not included by the State in the personnel total.
4. District of Columbia -- The State count of special education teachers did not include staff in private State-supported residential facilities.
5. Florida -- The State combined teachers of the hard of hearing with teachers of the deaf and speech impaired; the data were presented under the deaf category. The

State reported students in the area of their major handicap so no multihandicapped students were reported. The non-categorical teachers reported taught students with various handicaps although each child was categorized as having a particular handicap.

6. Georgia -- The State reported the same number of speech pathologists as teachers of the speech impaired. This number was included only once in calculating total personnel as the State could not differentiate the two groups.

7. Hawaii -- The State reported a combined count of teachers of the orthopedically impaired and of the other health impaired; the data were presented under the category of orthopedically impaired. The teachers of the speech impaired reported by the State were speech pathologists responsible for instructing speech impaired students.

8. Illinois -- The State reported no counts of teachers of the other health impaired or of the deaf-blind as teachers serving these students are not so certified in Illinois and were reported under another condition.

9. Indiana -- The State reported the same number of speech pathologists as teachers of speech impaired. This number was included only once in calculating the total personnel as the State could not differentiate the two groups.

10. Massachusetts -- The State reported the same number of speech pathologists as teachers of speech impaired. This number was included only once in calculating the total personnel as the State could not differentiate the two groups.

11. Mississippi -- The total number of teachers of the handicapped reported by the State included speech pathologists and preschool speech/language teachers; 458.5 of these teachers were not included in the personnel total.

12. Missouri -- The non-categorical teachers reported by the State were early childhood special education teachers.

13. Nebraska -- The number of teachers reported by the State was the number of certified personnel employed by local educational agencies. The number of teachers of the multihandicapped reported included teachers of the other health impaired and of the deaf-blind.

14. North Dakota -- The total of teachers of the handicapped reported by the State did not include 35.8 teachers of the preschool handicapped. The State reported the same number of speech pathologists as teachers of speech impaired. This number was included only once in calculating the total personnel as the State could not differentiate the two groups.

15. Oklahoma -- The State reported the same number of speech pathologists as teachers of the speech impaired. The number was included only once in calculating the total personnel as the State could not differentiate the two groups.

16. Oregon -- The number of non-categorical teachers reported by the State included instructors for pregnant students.

17. Pennsylvania -- The number of teachers of learning disabled students included teachers of brain injured in approved private schools. The number of teachers of non-categorical students reported included teachers in mixed category classes; typical student combinations in these experimental programs include EMR/LD, EMR/SED, etc.

18. Utah -- The State reported 21.3 psychologists and school social workers as non-categorical teachers of the handicapped; these teachers were not included in the personnel total.

19. Wisconsin -- The State counts of teachers of the hard of hearing, deaf, and visually handicapped included teachers at DPI-administered residential schools for the deaf and visually impaired. The State's early childhood teachers were placed in the non-categorical group. The State reported the same number of speech pathologists as teachers of the speech impaired; this number was included only once in calculating the total personnel as the State could not distinguish the two groups.

20. Wyoming -- The State could not itemize special education teachers by handicapping condition taught.

21. Bureau of Indian Affairs -- The same number of speech pathologists and teachers of the speech impaired were reported by the Bureau. This number was included only once by the State in calculating the total personnel as the Bureau could not distinguish the two groups.

Table 3B2

1. Delaware -- The State included other personnel such as psychologists as non-categorical teachers; these personnel were not included by the State in the total personnel.

2. District of Columbia -- State counts of personnel did not include staff in private State-supported residential facilities.

3. Georgia -- The State reported the same number of speech pathologists as teachers of the speech impaired. This number was included only once in calculating the total personnel as the State could not differentiate the two groups.

4. Hawaii -- The teachers of the speech impaired reported by the State were speech pathologists responsible for instructing speech impaired students.

5. Idaho -- The number of vocational education teachers reported by the State included teachers of home economics; physical education teachers reported were general education teachers.

6. Illinois -- The total number of personnel reported by the State included 2,388.5 other instructional personnel; these personnel included art therapists, daily living skills specialists, driver education instructors, guidance counselors, home economics teachers, interpreters, music therapists, orientation and mobility specialists, and home and hospital teachers.

7. Indiana -- The State reported the same number of speech pathologists as teachers of the speech impaired. This number was included only once in calculating the total personnel as the State could not distinguish between the two groups.

8. Massachusetts -- The State reported the same number of speech pathologists as teachers of the speech impaired. This number was included only once in calculating the total personnel as the State could not differentiate the two groups.

9. Minnesota -- All vocational education teachers in the State are licensed to provide instruction to handicapped children. No data were available on the number of teachers actually serving handicapped children.

10. Mississippi -- The total number of teachers of the handicapped reported by the State included speech pathologists and preschool speech/language teachers; 458.5 of these teachers were not included by the State in total personnel.

11. Nebraska -- Personnel reported by the State were the number of certified personnel employed by local educational agencies. There were 120 physical and occupational therapists and agencies serving orthopedically handicapped children as private providers.

12. North Carolina -- The State's reported count of home-hospital teachers was included under the category of other noninstructional staff.

13. North Dakota -- The State reported the same number of speech pathologists as teachers of the speech impaired. This number was included only once in calculating the total personnel as the State could not differentiate the two groups. The total personnel included 35.8 teachers of the preschool handicapped.

14. Oklahoma -- The State reported the same number of speech pathologists as teachers of the speech impaired. This number was included only once in calculating the total personnel as the State could not differentiate the two groups.

15. Oregon -- The count of vocational education teachers included all vocational education teachers in the State.

16. Utah -- The State reported 21.3 psychologists and school social workers as non-categorical teachers of the handicapped; these personnel were not included by the State in total personnel.

17. Wisconsin -- The State reported the same number of speech pathologists as teachers of the speech impaired; the number was included only once in calculating the total number of personnel as the State could not distinguish the two groups.

18. Bureau of Indian Affairs -- The same number of speech pathologists and teachers of the speech impaired were reported by the Bureau. This number was included only once in calculating the total number of personnel as the Bureau could not differentiate the two groups.

Tables 3C1 - 3C4

1. The number of students served is based upon State reports of the number of children served under the FAPE requirements of EHA-B.

2. California -- The State combined counts of children served in other educational environments with those served in regular classes.

3. Florida -- The State included counts of hard of hearing children served with the counts of speech and hearing impaired. The State categorized students by their major handicap so no multihandicapped counts were reported.

4. Idaho -- The State count of students 18 to 21 years of age served in other educational environments were students participating in vocational rehabilitation.

5. Michigan -- The State included counts of deaf-blind students served with the counts of hard of hearing or visually handicapped students. The State also combined counts of orthopedically impaired and other health impaired students; the data were presented under the category of orthopedically impaired.

6. Missouri -- The State counted children served in homebound and nonpublic educational institutions as children served in other educational environments.

7. Nebraska -- The State count of mentally retarded students served in separate school facilities consisted of children counted in P.L. 89-313 and other service agencies; no listings by age were generated. The State reported this count under the 6 to 17-year-old group.

8. Ohio -- The State combined counts of orthopedically impaired and other health impaired students; the data were presented under the category of orthopedically impaired.

9. Pennsylvania -- The State count of learning disabled students served in separate school facilities included brain-damaged students.

10. Virginia -- The State reported June counts rather than December 1 counts, which it maintained were "slightly higher" than the December 1 counts.

11. Wyoming -- The State counts of speech impaired students served were incomplete as all LEAs had not reported. Students in non-categorical placements were described as socially maladjusted, a category required by State law.

Appendix 4

BACKGROUND AND METHODOLOGY: THE COSTS OF SPECIAL EDUCATION AND RELATED SERVICES

(The following is excerpted from an Issues Study performed by Decision Resources Corporation, September 1983, as a deliverable under Department of Education Contract 300-82-0001 and reported in the third chapter of this Annual Report to Congress.)

Congress and Special Education Programs (SEP) in the Education Department have been particularly interested in determining the costs of special education and related services. Both have received numerous requests for cost data from government agencies and advocacy groups. Accurate information on the cost of special education and related services will improve policymakers' ability to make informed choices on the allocation of resources for the education of handicapped students. First, cost data will help determine the amount of funding needed to provide handicapped students with an appropriate education. Second, data on the costs of different types of services and education placements will help in setting policies, thereby encouraging more cost-effective service practices and clarifying interagency obligations to pay for required special education and related services. Third, information on the cost of education will help Federal and State policymakers adjust funding formulae to match local needs and reduce fiscal incentives for inappropriate classification and placement of students (Kakalik, Furry, Thomas, and Carney, 1981).

The needs of SEP and Congress for cost data on special education and related services served as the impetus for the current study. One approach to obtaining cost data is to build costs from the bottom up -- that is, to collect very detailed district-level data and to document the resources that comprise each data item. State and National costs are then estimated from these district data. A second approach is to build from the top down -- that is, to focus on State-level data and to document how States collect data from their districts. Since education is a State function, the State exerts considerable influence on what district cost data are collected and how costs are perceived by districts.

The bottom up approach is beyond the scope of the current study, because it requires a considerable amount of time and money. Instead, the top down approach will be used to provide SEP with cost data from a sample of States for the 1984 Annual Report to Congress. This report provides a research design for Decision Resources' study of special education costs. The problems associated with the collection of data on special education costs are described first. Then previous studies of special education costs are reviewed. Finally, the methodology of the current study and preliminary findings are reported.

Difficulties in Studying Special Education Costs

Many problems arise when researchers study special education costs. Interstate and intrastate differences produce variations in cost data, making comparisons invalid. Many of the costs of special education are difficult to calculate and define, and they are not always included in standard cost reports by State departments of education.

For several reasons, cost data within a State are often not comparable. First, there are systematic variations in the costs of resources -- for example, teacher salaries may vary substantially within a State. Second, the costs of education differ in rural and urban areas. In sparsely settled rural areas, the cost of transportation may be quite high compared to transportation costs in cities. Third, costs are affected by economies of scale. If a jurisdiction lacks sufficient students to fill a given program, per-pupil costs are greater; this is most likely to occur in small school districts. Fourth, district wealth may influence the types of services provided, and hence the total cost of the special education program. Finally, districts use State accounting systems inconsistently, producing data that are not comparable (Clifford, Newton, Kuligowski, Singh, and Lillie, 1983).

Intrastate differences are compounded when cost comparisons are made across States because of:

1. different funding formulae used by States;
2. various purposes for which data are collected by States; and
3. differing State definitions and interpretations of special education and related services.

States use various formulae for providing State special education monies to their districts, and the type of formula used influences the type of cost data collected from districts. For example, formulae in which the State reimburses for particular cost items generally produce more detailed cost data than weighted formulae in which the State distributes money on the basis of the number and type of handicapped students. In some cases, State special education money is distributed as part of a block grant, and the State has no way of knowing how it is spent. States also differ in the kinds of costs that are allowable for State aid; data on local expenditures not reimbursed by the State may be available only at the district level.

States collect cost data for different purposes, such as providing reimbursement to districts, auditing, and reporting to various State and Federal agencies. The data collected by a State depend in part on the political culture of the State. The political power of the State legislature and administrative agencies, number of districts, role of intermediate levels of government, and State tradition of local control or strong central government all have an impact on what data are collected (Simonsick and Milne, 1981).

States differ in their definition and interpretation of what constitutes "special education" and "related services" (Moore, Walker, and Holland, 1982; Thomas and Reese, 1982). Handicapping conditions are defined differently from State to State, and States use different eligibility criteria that influence the number of students receiving special education services and thus affect costs. Many States regulate how special education services are provided by establishing class size and case load limitations. These limits, which contribute significantly to the costs of special education, vary substantially across States (Moore et al., 1982). For example, the State case load limits for resource room teachers of speech impaired children vary from 15 to 100 (Mack, Barresi, and Bunte, 1980). Differing State interpretations of what constitutes related services have significant cost implications.

Some costs of special education and related services are difficult to calculate; others are not included in cost reports by educational agencies. In a survey of special education costs, the National School Boards Association (1979) found that costs for transportation, in particular, tended to be underestimated. Determining the indirect costs of special education (such as administrative time and cost of building space) can be problematic because proration is generally necessary. Finally, the costs of special education and related services borne by agencies other than education departments must be included in a comprehensive study of costs. Agencies such as the Departments of Public Welfare, Mental Health, Health Services, Human Resources, Children and Family Services, Labor, and Corrections provide services to handicapped children, but the costs of these services are not usually included in cost reports prepared by educational agencies.

The term "cost of special education" generally refers here to the dollars used to support a particular special education program (Moore et al., 1982). Most researchers use expenditure data to describe these costs. However, certain costs (such as the value of volunteer time) are not reflected in expenditure data. Also, some costs (such as the impact of special education on the regular classroom teachers) are nonmonetary.

Previous Studies of Special Education Costs

Most previous studies of special education costs have centered around two major themes: (1) determining current expenditures for special education, and (2) developing models for estimating future costs of special education. As a part of the National Education Finance Project (NEFP), Rossmiller, Hale, and Frohreich (1970) conducted a special study on the costs of programs for exceptional students. The purposes of the study were to determine the costs of special education programs relative to the regular education program in districts judged to have high quality special education programs, and to use the data to project future costs of special education. Expenditure data on regular and special education programs were obtained from districts in five States. These data were itemized by handicapping condition; a cost index was calculated for each handicapping condition by dividing the average per-pupil expenditure for children with the disability by the average per-pupil expenditure for children in the regular education program. When all handicapping conditions were aggregated, an average composite index of slightly more than two was obtained, indicating that programs for the handicapped were about twice as costly as regular education programs. Other studies using the NEFP methodology have tended to support its relative cost findings (Marinelli, 1976).

In contrast to Rossmiller's approach, in which actual expenditure data were used, a recent study by the Rand Corporation (Kakalik, Furry, Thomas, and Carney, 1981) documented the mix of resources used to educate handicapped children. The study presented the estimated costs of these resources based on National averages of salaries and other prices so that service levels and programs could be compared consistently across districts. The study found that the estimated cost of special education and related services per handicapped child served in 1977-78 was 2.17 times greater than the cost of regular education for a nonhandicapped child. Cost estimates were shown by handicapping condition, type of placement, and age level. The estimated costs of various types of services (such as instruction, assessment, and transportation) were also included. Documentation of the estimated costs of these resources in the special education program entailed an extensive data collection effort.

A theoretical approach for estimating the costs of special education has been developed by Hartman (1981). Elements in his resource cost model are student characteristics, programs and services offered, resources needed for each program, price for each resource, the distribution of students across the various programs and services, and student-personnel ratios. For each of these elements, values may be inserted to determine the most likely cost estimate as well as low and high estimates.

Estimates of future special education costs are usually based on information on current expenditures and projected enrollments in special education programs. Recent research of special education costs, however, has moved away from the use of actual State expenditure data; frequently National average costs are used in an effort to make data comparable. In addition, past research has usually involved an extensive amount of data collection in a limited number of districts. This type of data collection is impractical for the purpose of obtaining State-level cost data, yet as noted above, statewide data are frequently needed by National policymakers. An early NCES study (Metz, Ford, and Silverman, 1975) examined the excess costs of special education by using expenditure data available from nine SEAs for the 1972-73 school year. The findings were:

- no State surveyed had all the data needed for a detailed analysis of excess costs of educating the handicapped;
- few States maintained detailed accounting systems for their programs for the handicapped;
- none of the States surveyed maintained (at the requested level of detail) an information system on resources used for educating the handicapped;
- expenditure data were not comparable; and
- few States provided expenditure data on institutionalized children under the care of the other State agencies.

It would be reasonable to assume that some of the problems with special education expenditure data that were identified in the NCES study have been resolved. Since the study was completed, Congress passed the P.L. 94-142 amendments to the Education of the Handicapped Act, producing an expansion of special education programs that can be expected to lead to a concomitant improvement in all special education data systems. Section 618(b)(1)(E) of EHA-B specifically requires the Department of Education to report Federal, State, and local expenditures for special education in a sample of States. Although States are not required to report such data to the Department of Education, data are presumably maintained by some SEAs. Also, the years since the NCES study have seen a tremendous growth in automated data processing, which should enhance the ability of SEAs to provide more complete expenditure data.

Methodology

This study was different from other recent cost studies in two major respects. First, actual expenditure data were emphasized rather than cost estimates. Recognizing the problem of comparability of data, study staff planned to document as completely as possible the elements that made up the various expenditure items. Second, only data already available would be requested so no additional data collection efforts would be necessary. Data by handicapping condition, type of placement, and funding source would be requested in addition to information on the expenditures for related services and costs paid by non-educational agencies.

Given Congressional and SEP concerns and needs, a sample of excess-cost formula States was selected to be studied. Actual per-pupil expenditure data would be requested from these States since it was expected that States using this type of formula would have the most complete expenditure data.

An optimal matrix of expenditure data was developed. The matrix consisted of line items commonly used in education cost reports (e.g., certified personnel salaries, pupil transportation, textbooks, capital outlay, and maintenance and operation). For each of these line items, per-pupil expenditures by handicapping condition, by type of placement, by age or grade, and by Federal, State, and local sources of funding were to be requested. Data requests were limited to the 1981-82 school year, the most recent year for which the data would likely be complete.

States using excess cost formulae were then identified based on the Project Forum report on special education formulae (NASDSE, 1982). Two States that use combinations of excess cost and weighted formulae were included. One excess cost State was excluded because reimbursement is made two years in arrears; thus it was assumed that 1981-82 data would not be available prior to completion of the study. About one-fifth of the States were identified as having excess cost formulae.

Initially, Decision Resources planned to visit six States that collected the most complete data and several LEAs within those States. The purposes of the site visits were to be: (1) to document the process by which expenditures are determined; (2) to establish which elements make up special education expenditures; (3) to learn how States justify these expenditures; (4) to discover whether LEAs view these expenditures similarly; and (5) to document expenditures by non-educational agencies.

State Directors of Special Education were contacted to determine the availability of the data in the optimal matrix. Calls to individual State Directors were tailored to the special education formula and administrative practices of the State. Copies of forms by which LEAs supply cost data to the SEA and summary expenditure data reports for 1981-82 were also requested.

The phone calls revealed that:

- Wide variation exists in special education expenditure data available at the State level. In one State the expenditure data are handled by a separate State agency, and the SEA personnel had little idea about what data might be available. Several States collect a great deal of data, but it cannot be used efficiently because of a lack of automation. In some States the presence of intermediate educational units adds complexity to the reporting of expenditure data.

- The excess cost States do not calculate per-pupil expenditures. Rather, total expenditures are reported. When it was suggested that total expenditures might be divided by child count, State personnel usually said that this would distort the data because wide variations in expenditures would be lost.

- Most excess cost States have a list of allowable costs. LEAs report total expenditures for each of these items. In a few cases this information is shown by placement or program.

- Expenditure data for students receiving contracted services are usually more detailed than expenditure data for other students. However, students receiving these contracted services represent only a small percentage of the population of handicapped students.

Given these findings, it was decided that on-site visits to States and LEAs would not be productive because desired data were not available. Also, information about available data could be adequately obtained through phone calls and copies of forms and reports regularly prepared by the States. For the States with more complete data, SEP asked Decision Resources to collect the total expenditures for the cost items used by each State rather than per-pupil costs since these data were more often available.

Follow-up phone calls were made to the States with the more complete data. While all of these States had collected extensive expenditure data, most had difficulty in providing requested expenditure data because (1) their data processing systems were not automated or were not fully automated, or (2) the 1981-82 data were just becoming available.

Available State data were not comparable and varied substantially in how they were reported; therefore, a case study approach was used. Expenditure data from four States were examined. One State was used to show costs by funding source; a second State served to illustrate detailed costs by programs and services; a third State's data showed expenditures by level of service; and a fourth State showed expenditures by functions. Data from the second State were not available for 1981-82 at the time of publication of this Report. A State with a resource-based funding formula was substituted because of the extensive data collected and the sophistication of its data processing system.

The findings of this study are reported in the third chapter of the 1984 Annual Report to Congress.

Appendix 4 References

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